

## DOCUMENT RESUME

ED 107 055

95

EC 072 716

AUTHOR  
TITLE  
INSTITUTION

Ruschmeier, Veronica M., Ed.; Rockwell, Linda, Ed.  
EMR Curriculum Guide: Junior High and Senior High  
Curriculum Development Project for the Educable  
Mentally Retarded, Lake Butler, Fla.

SPONS AGENCY

Bureau of Elementary and Secondary Education  
(DHEW/OE), Washington, D.C.

PUB DATE  
NOTE

Jun 74  
638p.

EDRS PRICE  
DESCRIPTORS

MF-\$1.08 HC-\$32.37 PLUS POSTAGE

\*Behavioral Objectives; Class Activities; \*Curriculum  
Guides; \*Educable Mentally Handicapped; Exceptional  
Child Education; Interpersonal Competence; \*Junior  
High Schools; Mathematics; Mentally Handicapped;  
Physical Development; Prevocational Education;  
Reading; \*Senior High Schools; Social Development

## ABSTRACT

Presented are two curriculum guides written and field tested by teachers for junior and senior high school educable retarded students. In each guide behavioral objectives are set forth for basic skills (listening, speaking, reading, arithmetic, writing, environmental awareness, and consumerism), vocational competencies (attitudes, choosing a job, and job skills), social competencies (concerning self, family, school, and community), and physical skills (leisure time, body use and function, and health and safety). Entries usually contain information about age level, learning area, specific and interim objectives as well as teaching activities. Included in 12 appendixes are a list of functional words and vocationally related words, and descriptions of games and activities. (CL)

Junior High Writing - 3 - Learns to spell essential words encountered in all curriculum areas

JW3.1 When beginning a written assignment, the student will correctly spell all words required in heading his paper (e.g. subject name, his first and last name, the date, the instructor's name, grade or period, etc.) without error.

Use crossword puzzles, word teaching sight vocabulary.

JW3.2 The student will correctly spell and write 50% of his sight vocabulary words which may include words from his curriculum areas and unit activities.

Junior High Writing - 4 - Uses phonetic and structural skills in spelling

JW4.1 When encountering a word he does not know how to spell, the student will use phonetic skills in attempting to spell the word 80% of the time. (e.g. initial and final consonants, blends, digraphs, long and short vowels, diphthongs, silent letters, etc. See Intermediate Reading -4- and Junior High Reading 2)

Give students spelling lessons particular skills. Make majority of the students

Copies of this Curriculum Guide may be obtained on loan from  
FLRS, Exceptional Child Education, Department of Education,  
Tallahassee, Florida 32304

Acknowledgment of the project would be appreciated when  
reproducing this document or any part thereof

## PARTICIPANTS

the following agencies and individuals have participated in the final phase of the project the curriculum:

### AGENCIES

Administrative and Fiscal  
Union County School Board  
Lake Butler, Florida

James H. Cason, III  
Superintendent of Schools

### Cooperative

Baker County School Board  
Macclenny, Florida

M. J. Gazdick  
Superintendent of Schools

Bradford County School Board  
Starke, Florida

Jim Temple  
Superintendent of Schools

Columbia County School Board  
Greenville, Florida

James W. Longstreth  
Superintendent of Schools

Alachua County School Board  
Gainesville, Florida

Frank Phillips  
Superintendent of Schools

### INDIVIDUALS

Administrative and Supervisory  
Ronald L. Unanue, District Federal Projects Director,  
Alachua County

James H. Cascardier, IER Project Director and  
Curriculum Specialist

John Beckwell, IER Curriculum Specialist

Wanda Stevens, Elementary Supervisor, Baker County

Wally Allison, Exceptional Child Coordinator

Alachua County

Wally Allison, Director of Special Education, Alachua County

### Field Test Teachers:

#### Primary

Alachua County: Brenda

Baker County: Wanda W

Bradford County: Mello

Esther Tolbert

Columbia County: Hope

Jane O'Rear

Union County: Marilyn

#### Intermediate

Alachua County: Patricia

Baker County: Nan Bowe

Bradford County: Patricia

Paula White

Columbia County: Eloise

Mary Jane Weaver

#### Junior High

Columbia County: Carol

Wayne Hooks

#### Junior-Senior High

Alachua County: Judy

Bradford County: Eugene

Columbia County: Jan



## PARTICIPANTS

Individuals have participated in the final phase of the project: field testing and revising the curriculum:

### AGENCIES

Alachua County  
James H. Cason, III  
Superintendent of Schools

Polk County  
M. J. Gardick  
Superintendent of Schools

School District  
Jim Temple  
Superintendent of Schools

Polk County  
James W. Longstreth  
Superintendent of Schools

School District  
Frank Phillips  
Superintendent of Schools

### VIDEOS

Supervisor  
District Federal Projects Director,

Director, District Projects Director and  
Specialist

Curriculum Specialist

Elementary Supervisor, Baker County

Elementary Coordinator

For W. J. S. L., Alachua County

### Field Test Teachers:

#### Primary

Alachua County: Brenda Maltby

Baker County: Wanda Walker

Bradford County: Melonease McDonald, Willie Mae Ramey, Esther Tolbert

Columbia County: Hope McDonald, Margaret McGrath, Jane O'Rear

Union County: Marilyn Ericsson

#### Intermediate

Alachua County: Patricia Padgett, Shirlee Turner

Baker County: Nan Bowen, Ruby King

Bradford County: Patricia Sigglekow, Elizabeth Walker, Paula White

Columbia County: Eloise Green, Rosa Scott, Mary Jane Weaver

#### Junior High

Columbia County: Carol Howell, Sammie Everett, Wayne Hooks

#### Junior-Senior High

Alachua County: Judy Jevencz, Kandy Friese

Bradford County: Eugene Harvey, Cynthia Hebb

Columbia County: Jan Binet

Following are individuals who participated in earlier phases of the project:

Administrative, Supervisory, and Consultive

Gerald Boardman, Consultant, University of Nebraska

Jim Duncan, Consultant, Director Title III

P.E. Project for M.H.

Charles Forgnone, Consultant, University of Florida

Pamela Harrington, former EMR Specialist

Joseph Marinelli, former Project Director

Mary Lou McEiver, Consultant, University of Florida

Gora Mae Paganini, Consultant, University of Florida

Ducille Payne, Elementary Supervisor, Bradford County.

Writing Team

Baker County: Nan Bowen, Ruby King

Bradford County: Yvonne Long, Willie Mae Randolph,  
Linda Rockwell, Paula White

Union County: Marilyn Ericsson, John Fielding,  
Helen S. Hoffman, Sharon Minshew,  
Janice Snodgrass

The project staff would like

Landis Stetler, Chief  
Virginia Eaton, MR Consultant  
Pat Hollis, MR Consultant

Bureau of Exceptional Child  
Education, Tallahassee, Flor

For their continued support,

The principals of parti  
counties for their cooperati  
curriculum development proje

Local employers for the  
the Needs Assessment Survey;

All the teachers in Bak  
who helped with the Needs As

And last but not least,  
who not only kept the projec  
too our secretary, Patsy C

To all of these people  
sincere appreciation.

Verfo

Lind

Is who participated in earlier

sory, and Consultive

sultant, University of Nebraska  
nt, Director Title III  
r M.H.

nsultant, University of Florida  
ormer EMR Specialist  
rmer Project Director  
sult nt, University of Florida  
onsultant, University of Florida  
ntary Supervisor, Bradford

owen, Ruby King

orne Long, Willie Mae Randolph,  
Paula White

yn Fricsson, John Fielding,  
n, Sharon Minshew,  
S

The project staff would like to acknowledge:

Landis Stetler, Chief  
Virginia Eaton, MR Consultant  
Pat Hollis, MR Consultant

Bureau of Exceptional Child Education, Department of  
Education, Tallahassee, Florida

For their continued support, cooperation, and assistance;

The principals of participating schools in the five  
counties for their cooperation in all phases of the  
curriculum development project;

Local employers for their assistance in conducting  
the Needs Assessment Survey;

All the teachers in Baker, Bradford, and Union Counties  
who helped with the Needs Assessment survey;

And last but not least, the real boss of the project  
who not only kept the project in line but kept us in line  
too - our secretary, Patsy Cason.

To all of these people and agencies we extend out  
sincere appreciation.

  
Veronica Rutschmeier

  
Linda Rockwell

# TABLE OF CONTENTS

Introduction . . . . .	1
Using the Curriculum Guide . . . . .	2
Basic Skills . . . . .	5
Listening . . . . .	7
Speaking . . . . .	10
Reading . . . . .	17
Writing . . . . .	27
Arithmetic . . . . .	33
Facts and Processes . . . . .	33
Money . . . . .	39
Time . . . . .	47
Measurement . . . . .	52
Environmental Awareness . . . . .	57
Consumerism . . . . .	64
Vocational Competencies . . . . .	79
Attitudes . . . . .	81
Choosing a Job . . . . .	87
Job Skills . . . . .	92

Social Competencies . . . . .
Self . . . . .
Family . . . . .
School and Community . . . . .
Physical Skills . . . . .
Body Use and Function . . . . .
Leisure Time . . . . .
Health and Safety . . . . .
Appendices . . . . .
Appendix A: Functional Words Related Words . . . . .
Appendix B: Games and Activities . . . . .
Appendix C: Publishers . . . . .
Appendix D: Activities Common to . . . . .
Appendix E: Cross Referenced . . . . .
Appendix F: Household Chores . . . . .

# TABLE OF CONTENTS

1	Social Competencies. . . . .	97
2	Self: . . . . .	99
5	Family. . . . .	110
7	School and Community. . . . .	120
10	Physical Skills. . . . .	141
17	Body Use and Function . . . . .	143
27	Leisure Time. . . . .	146
33	Health and Safety . . . . .	150
33		
39	Appendices . . . . .	163
47		
52	Appendix A: Functional Words and Vocationally Related Words . . . . .	165
57		
64	Appendix B: Games and Activities. . . . .	169
79	Appendix C: Publishers. . . . .	175
81	Appendix D: Activities Common to Many Jobs. . . . .	177
87	Appendix E: Cross Referenced Materials. . . . .	179
92	Appendix F: Household Chores. . . . .	181

This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 - June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and vocational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year, the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Competencies, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several interim objectives were written. Finally, a team of teachers from the three counties, whose classes ranged from primary through secondary EMR, revised the terminal and interim objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives For The Educable Mentally Retarded.

The third phase, which year but expanded during the year. A total of 38 teachers of EMR in Baker, Bradford, Columbia, and Union Counties participated in the field test. These teachers were asked to make recommendations regarding the curriculum for their level, meaningfulness, and specific objectives within the curriculum. Teachers were asked to suggest ways for the accomplishment of the objectives. The feedback from the teachers was obtained through

- (a) A daily log kept by teachers listing objectives to be achieved by participating students, and comments toward the objectives.
- (b) A workbook in which teachers listed materials, and resources and comments regarding the objectives.
- (c) A random sample of the students' work toward the objectives.
- (d) The EMR Curriculum Specialist in groups and individual interviews regarding objectives.

On the basis of the information obtained, the objectives were revised again, re-sequenced, and re-phrased. These activities, materials, and methods are the objectives for this document.

## INTRODUCTION

Curriculum Model is the product of an ESEA  
ward in Baker, Bradford, and Union  
for a three year period from July 1971 -  
three years corresponded roughly to  
phases of the project.

Involved conducting a needs assessment.  
Vocational needs and resources of  
were surveyed. One of the conclusions  
functional, sequential curriculum.  
On this phase see A Systems  
for Conducting A Needs Assessment  
Findings And Recommendations For  
Phase: Needs Assessment Of The  
Curriculum Model In Baker, Bradford And

Second year; the objectives of the  
Curriculum Model  
Areas: Basic Skills, Vocational  
1. Competencies, and Physical  
Levels: Primary (CA 6-9), Intermediate  
High (CA 13-15) and Senior High  
For each area, a terminal objective  
within each area and level several  
were written. Finally, a team of  
three teachers, whose classes ranged  
in secondary EMR, revised the  
objectives. These objectives  
throughout the writing phase by the  
EMR Curriculum Specialist.  
were published in four books (one  
field Test Draft: Student Objectives  
for Mentally Retarded.

The third phase, which was begun during the second  
year but expanded during the third year was field testing.  
A total of 38 teachers of EMR students in Alachua, Baker  
Bradford, Columbia, and Union Counties were asked to  
participate in the field testing and 27 did participate.  
These teachers were asked to work with the objectives  
making recommendations regarding clarity, appropriateness  
for their level, meaningfulness, and the placement of the  
specific objectives within the total curriculum. Second  
teachers were asked to suggest activities and materials for  
the accomplishment of the objectives. Feedback from the  
teachers was obtained through:

- (a) A daily log kept by the teachers showing the  
objectives to be taught or evaluated, the  
participating students, the time spent on the  
objectives, and comments regarding teaching  
toward the objectives.
- (b) A workbook in which teachers wrote the activities  
materials, and resources used for each objective  
and comments regarding the objectives.
- (c) A random sample of test items was given to some  
of the students to determine appropriateness of  
the objectives.
- (d) The EMR Curriculum Specialist met with teachers  
in groups and individually to discuss the  
objectives.

On the basis of the information thus obtained objectives  
were revised again, re-sequenced, added, or omitted. The  
activities, materials, and resources were added to the  
objectives for this document.

## USING THE CURRICULUM GUIDE

### Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

### Numbering of Objectives

The first letter refers to the level

- P = Primary
- I = Intermediate
- J = Junior High
- S = Senior High

The second letter or group of letters refers to a general area of learning:

- L = Listening
- Sp = Speaking
- R = Reading
- W = Writing
- A = Arithmetic, Facts and Processes
- A(M) = Arithmetic, Money
- A(T) = Arithmetic, Time
- A(Ms) = Arithmetic, Measurement
- E = Environmental Awareness
- V = Vocational
- S = Social

The number preceding objective within each of the

The final number, following the specific objective within the

Thus PA5.4 is the fourth of the fifth interim objective and Processes).

### Using the Objectives

In an attempt to provide behavioral objectives are for behaviors rarely occur in isolation. Most with other objectives through of activities. The more frequent the objectives, the easier

Originally, sample tests were going to be included in the omitted due to space and because field test teachers and Specific the objectives practically often one activity can test it is recommended that objective item first -- a pre-test -- passed the item, then activity toward that objective.

### Using Activities, Materials

Field test teachers write and resources they used to Specific Objective. The Specific each Interim Objective for activities and materials.



## USING THE CURRICULUM GUIDE

were divided into the four levels of  
e, Junior and Senior High partly as  
e teacher and partly as an initial  
system of accountability. Much  
tigation and field testing would  
for the latter purpose; but the  
the meantime as an approximation  
on. However, as in any good  
needs to be taken from where  
e can go, and recognition must  
erent achievement levels within  
as within the class. Thus the  
l-restricted to just one level of

ves

r, refers to the level

iate  
high  
high

er or group of letters refers to  
arning:

84

ic, Facts and Processes  
ic, Money  
ic, Time  
ic, Measurement  
Awareness

The number preceding the decimal refers to the inter  
objective within each of the general areas above.

The final number, following the decimal point, refer  
to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objecti  
of the fifth interim objective of Primary Arithmetic (Fac  
and Processes).

### Using the Objectives

In an attempt to pi sequential curriculum, the  
behavioral objectives are fairly specific. Such specific  
behaviors rarely occur in isolation nor should they be  
taught in isolation. Most objectives can be correlated  
with other objectives through careful planning and select  
of activities. The more familiar the user becomes with  
the objectives, the easier it will be to combine them.

Originally, sample test items for each objective  
were going to be included in the guide. These were  
omitted due to space and because it was the opinion of the  
field test teachers and Specialists that the wording of  
the objectives practically provide test items. Furthermore  
often one activity can test several objectives. General  
it is recommended that objectives be presented as a test  
item, first -- a pre -- test -- and if the student has not  
passed the item, then activities be conducted to instruct  
toward that objective.

### Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials,  
and resources they used to help students accomplish each  
Specific Objective. The Specialists combined these with  
each Interim Objective for ease of use and added addition  
activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together a large skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High level).

Teachers in the parti to develop a system of rec student. Eventually it is would be used by all teach small booklet listing each checking system (e.g. comp occasional demonstration o yet or no exposure). Anot card for each level or a f each level on the four sid square with the four goal and specific objectives li Individualized Reading Ins Love Publishing Company, D for an example of this typ

Regardless of the sys of the student's accomplis to avoid duplication or om reinforcement will be nece record keeping will elimin of having students "learni what they are not ready to

## Recording Student Accomplishments

ary from very specific to general upon the objective itself and the test teachers. Room has been provided for activities, materials, and ed. e.g., behaviors do not occur before the activities suggested are for general objectives. The s will depend upon the needs of For example, many objectives suggest displays, posters, or booklets. o develop social skills of working skills of communicating with peers, be more appropriate; if he needs to ills of working independently, a appropriate. If he needs to develop perhaps he should cut pictures out roject; if he needs to develop art materials and/or self-expression, w or print the pictures, etc. (See ray for specific examples of several ed with one activity).

terials suggested are not necessarily hey are listed only to give an idea hat can be used and similar materials anies could generally be as cases, materials regularly used ed-references (e.g. Steck-Vaughn: t the Primary level, Be Informed gh level).

Teachers in the participating counties are being as to develop a system of recording objectives achieved by student. Eventually it is anticipated that the same sys would be used by all teachers. One suggestion has been small booklet listing each objective and three point checking system (e.g. complete acquisition of objective, occasional demonstration of skill, no success with objec yet or no exposure). Another suggestion has been a sing card for each level or a file folder with objectives for each level on the four sides. These might be arranged in square with the four goal areas on each side and the int and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et Love Publishing Company, Denver, Colorado, 80222, page 1 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will eliminate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

BASIC SKILLS

## GOAL

Upon completion of the EMR program the learner shall demonstrate an ability to use the basic skills (writing, spelling) and arithmetic skills to successfully compete in the world of work. He shall have an awareness of his environment.

## TERMINAL OBJECTIVE

The EMR student will exhibit proficiency in receptive and expressive language skills

### Listening

Junior High Listening - 1 - Can listen and follow a sequence of oral directions

JL1.1 Given a series of at least 5 oral directions, the student will follow the directions with no more than 1 incomplete or incorrect series in 5 attempts. e.g. 1) Read your recipe; 2) get out your utensils and ingredients 3) grease your pans; 4) turn on the oven; 5) proceed with the direction on the recipe.

Observe students during a sewing, woodworking, art activities in such a way, a series of directions be

Junior High Listening - 2 - Can attend to orally read or spoken material for up to 30 min

JL2.1 The student will listen to a 30 minute school program, film, orally read story, etc., without interrupting to the teacher's satisfaction.

Prepare students ahead of content of presentation. ask questions at the end. able to answer questions.

JL2.2 After hearing a 30 minute presentation, the student will indicate he has listened by participating in a discussion and/or by answering specific questions regarding the presentation, to the teacher's satisfaction.

GOAL

EMR program the learner shall demonstrate an ability to use the basic language skills (reading, arithmetic skills to successfully compete in the world of work. He shall also demonstrate environment.

TERMINAL OBJECTIVE

Exhibit proficiency in receptive and expressive language skills

Listening

- 1 - Can listen and follow a sequence of oral directions

of at least 5 oral directions, the  
e directions with no more than 1  
t series in 5 attempts. e.g. 1)  
get out your utensils and ingredients  
4) turn on the oven; 5) proceed with  
ecipe.

Observe students during activities such as cooking,  
sewing, woodworking, art projects, etc. Structure  
activities in such a way that students will be given  
a series of directions before starting.

- 2 - Can attend to orally read or spoken material for up to 30 minutes.

1) listen to a 30 minute school program,  
ry, etc., without interrupting to the

Prepare students ahead of time by discussing general  
content of presentation. Inform them that you will  
ask questions at the end. Give a reward for being  
able to answer questions.

a 30 minute presentation, the student  
by participating in a dis-  
specific questions regarding  
the teacher's satisfaction.

Junior High Listening - 3 - Can critically listen to a speech or report.

JL3.1 Following an oral presentation (e.g. book report recording, film strip, unit presentation), the student will answer four out of five questions about the presentation.

JL3.2 Following an oral presentation, the student will state at least one positive quality relevant to the presentation to the satisfaction of the teacher.

JL3.3 Following an oral presentation, the student will state at least one negative quality relevant to the presentation to the satisfaction of the teacher.

JL3.4 After listening to a presentation, the student will state whether or not he liked the presentation and why to the satisfaction of the teacher.

JL3.5 After listening to an oral presentation that is factual or which expresses an opinion, the student will state whether he has heard a presentation of fact or opinion with no more than 1 error in 3 attempts.

JL3.6 After listening to an oral presentation that includes

Discuss "opinions" per se entitled to an opinion, we not everyone likes the same

Give "speeches" to the class. For example: "The city has no dogs"; "Children should be

During unit work in subject materials are factual. Do material. Front page of n

Discuss J.V. programs. Have true and which are just st



BASIC SKILLS  
JUNIOR HIGH  
LISTENING

3 - Can critically listen to a speech or report.

al presentation (e.g. book report  
unit presentation), the student will  
e questions about the presentation.

al presentation, the student will state  
quality relevant to the presentation to  
e teacher.

al presentation, the student will state  
quality relevant to the presentation to  
e teacher.

to a presentation, the student will  
e liked the presentation and why to  
e teacher.

to an oral presentation that is factual  
opinion, the student will state whether  
ation of fact or opinion with no more  
pts.

to an oral presentation that includes

Discuss "opinions" per se with the class. Everyone is  
entitled to an opinion, we often have different opinion  
not everyone likes the same things, etc.

Give "speeches" to the class that are obviously opinion  
For example: "The city should feed and take care of all  
dogs"; "Children should be fed only candy"; etc.

During unit work in subject areas, emphasize that these  
materials are factual. Discuss sources of factual  
material. Front page of newspaper vs. Editorial section

Discuss T.V. programs. Have students decide which are  
true and which are just stories.



JL3.7 After watching a film, T.V. show, or listening to a speaker, the student will explain whether the presentation was fact or fiction with no more than 1 error in 3 attempts.

Junior High Listening - 4 - Demonstrates, through daily behavior, courtesy in speaking and social interaction, and telephone conversation.

JL4.1 The student will conduct himself in an appropriate manner while speaking and listening in school related situations as observed by and to the satisfaction of the teacher.

Make a bulletin board display.  
Note the 3 steps; 1) put  
dial tone 3) dial your number  
coins until party answers  
Discuss where pay phones.

JL4.2 During simulated telephone conversations, the student will use correct telephone procedures in answering, responding, and hanging up, to the teacher's satisfaction.  
(See JS7)

While taking slides of room  
pictures of different styles

Educational Design Inc.,  
Getting a Job Tape #1 and

JL4.3 The student will use the correct procedures in making a call using a real or simulated pay telephone to the teacher's satisfaction.

film, T.V. show, or listening to a  
I explain whether the presentation  
no more than 1 error in 3 attempts.

4 - Demonstrates, through daily behavior, courtesy in speaking and listening needed in daily social interaction, and telephone conversation.

Conduct himself in an appropriate  
d listening in school related  
y and to the satisfaction of the

Make a bulletin board display of a pay telephone.  
Note the 3 steps; 1) put in dime 2) listen for  
dial tone 3) dial your number. "Do not deposit  
coins until party answers".

Discuss where pay phones are found in community.

telephone conversations, the student  
ne procedures in answering, re-  
, to the teacher's satisfaction.

While taking slides of road signs, etc. , take  
pictures of different styles of pay phones.

Educational Design Inc., The World of Work 2:  
Getting a Job Tape #1 and Discussion Tape A

use the correct procedures in  
al or simulated pay telephone  
ction.

## SPEAKING

### Junior High Speaking - 1 - Relates orally in front of a group

JSpl.1 After many experiences in "public speaking" in front of his classmates, the student will select and relate a story or topic of information with an acceptable degree of poise to the satisfaction of the teacher.

JSpl.2 After many experiences in "public speaking" in front of his classmates, the student will relate a story or topic of information including a definite introduction, body, and conclusion, to the satisfaction of the teacher.

JSpl.3 When presenting a talk to his classmates, the student will speak clearly with appropriate speed and volume to the satisfaction of the teacher.

Do a unit on public speaking in 3 parts. Discuss why a speaker wants to get the audience's attention, the topic is. Discuss how the information to be put summarizes the main idea and is finished.

Let each student give a "speech" during other curriculum activities. "speeches" on topics under first aid practices, etc.

Discuss volume and speed of

SPEAKING

1 - Relates orally in front of a group

Experiences in "public speaking" in front of a group. The student will select and relate a story with an acceptable degree of poise to the satisfaction of the teacher.

Experiences in "public speaking" in front of a group. The student will relate a story or topic with a definite introduction, body, and conclusion to the satisfaction of the teacher.

During a talk to his classmates, the student will use appropriate speed and volume to the satisfaction of the teacher.

Do a unit on public speaking. Discuss that speeches have 3 parts. Discuss why a brief introduction is important to get the audience's attention and to let them know what the topic is. Discuss that the body of the speech contains the information to be put across. The conclusion summarizes the main idea and lets the audience know you are finished.

Let each student give a "How To" speech.

During other curriculum areas, let individual students give "speeches" on topics under discussion - famous people, first aid practices, etc.

Discuss volume and speed of presentation.

Junior High Speaking - 2 - Uses increased and broadened vocabulary with understanding

JSp2.1 The student will have a speaking vocabulary to enable him to function in his various subject areas as observed by and to the satisfaction of the teacher.

As the need arises discuss Vocationally related words areas as they arise. Use alphabetizing, writing sen

JSp2.2 The student will have a speaking vocabulary to enable him to communicate with his peers as observed by and to the satisfaction of the teacher.

Educational Design, Inc.,  
a Job Tape #1 and Discuss

JSp2.3 The student will have a speaking vocabulary to enable him to use a telephone, ask for information, etc. to the satisfaction of the teacher.

JSp2.4 The student will have included in his speaking vocabulary at least 75 vocationally related words as indicated by using these words in sentences to the teacher's satisfaction.

2 - Uses increased and broadened vocabulary with understanding

1 have a speaking vocabulary to enable various subject areas as observed by of the teacher.

As the need arises discuss specific vocabulary deficits. Vocationally related words can be taught through content areas as they arise. Use crossword puzzles, word hunts, alphabetizing, writing sentences, etc.

1 have a speaking vocabulary to enable his peers as observed by and to the teacher.

Educational Design, Inc., World of Work 2: Getting a Job Tape #1 and Discussion Tape A

1 have a speaking vocabulary to enable ask for information; etc. to the teacher.

1 have included in his speaking vocationally related words as the words in sentences to the

Junior High Speaking - 3 - Can give more complicated directions

JSp 3.1 The student will give directions to his own house from the school clearly and sufficiently enough that the teacher could find the house using those directions.

JSp3.2 The student will give directions from one point in the community to another (e.g. school to bank, Post Office to supermarket, etc.) clearly and sufficiently enough that another student or the teacher can follow the directions.

JSp3.3 The student will give multi-step directions to complete a task clearly and sufficiently enough for another student or the teacher to complete the task with those directions. (See JSpl).

Use giving directions as  
(See JSpl) "Demonstration"

As student gives directions,  
teacher can draw a simple map.  
the student explains. Let  
not the directions are correct.

While working with vocabulary  
etc., let students who are  
others.

3 - Can give more complicated directions

11 give directions to his own house and sufficiently enough that the house using those directions.

Use giving directions as a "public speaking" exercise. (See JSp1) "Demonstration Speeches"

1 give directions from one point in (e.g. school to bank, Post Office clearly and sufficiently enough that teacher can follow the directions.

As student gives directions to specific places, the teacher can draw a simple map on the board showing what the student explains. Let the class discuss whether or not the directions are correct and clear.

1 give multi-step directions to and sufficiently enough for another to complete the task with those

While working with vocational skills in the shop, kitchen etc., let students who are familiar with tasks instruct others.



Junior High Speaking - 4 - Uses acceptable English forms when speaking

JSp4.1 Presented orally with the singular form of a word which forms its plural in a regular form, the student will say the plural of that word with no more than 1 error in 10 attempts. (e.g. boy - boys; car - cars; lady - ladies; family - families, etc. Note: Some words form irregular plural when written but not when spoken e.g. lady - ladies.)

These exercises should be recorded lessons in which the student is presented and writes the sentences and writes the correctness of the sentences. Discuss grammar forms in daily activities.

JSp4.2 Presented orally with the singular form of a word which forms its plural in an irregular manner, the student will say the plural of that word with no more than 1 error in 5 attempts. (e.g. man - men; woman - women; goose - geese; mouse - mice; person - people; deer - deer; sheep - sheep; fish - fish; calf - calves; wolf - wolves; half - halves; knife - knives; wife - wives; life - lives; etc.)

JSp4.3 Presented orally with 10 sentences, some using plural correctly and some using them incorrectly, the student will state which are correct and which are incorrect with no more than 1 error.

JSp4.4 Orally given 10 pairs of sentences in which one member of each pair is an example of correct subject-verb agreement and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. He drive the car. He drives the car; He ran downtown. He run downtown; I play the guitar. I plays the guitar; etc.)

- 4 - Uses acceptable English forms when speaking

Orally with the singular form of a word  
in a regular form, the student will  
write that word with no more than 1 error in  
boy - boys; car - cars; lady -  
ladies, etc. Note: Some words form  
written but not when spoken e.g.

These exercises should be conducted orally. Tape  
recorded lessons in which students listen to pairs of  
sentences and write either "Yes" or "No" depending on  
the correctness of the statement.

Discuss grammar informally as the opportunity arises  
in daily activities.

Orally with the singular form of a word  
in an irregular manner, the student  
of that word with no more than 1 error  
man - men; woman - women; goose -  
geese; person - people; deer - deer;  
fish; calf - calves; wolf -  
wolves; knife - knives; wife - wives;

Orally with 10 sentences, some using plurals  
writing them incorrectly, the student will  
select the correct and which are incorrect with no more

10 pairs of sentences in which one  
is an example of correct subject-verb  
number is an example of incorrect usage,  
the one which is correct and which is incorrect  
e.g. He drive the car. He  
own. He run downtown; I play  
the guitar; etc.)

JSp4.5 Presented orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed regularly by adding "ed", the student will say the pronoun along with the correct past tense of the verb with no more than 1 error. (e.g. Given: "I walk", Response: "I walked"; Given: "They dance", Response: "They danced"; etc.)

JSp4.6 Presented orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed irregularly, the student will say the pronoun along with the correct past tense of the verb with no more than 2 errors. (e.g. "We are" - "We were"; "He drives" - "He drove"; etc.)

JSp4.7 Orally given 10 sentences which indicate possession but do not use the 's form (e.g. "Those shoes belong to Sharon"); the student will change the form of the sentence to employ the 's form (e.g. "Those are Sharon's shoes") with no more than 2 incorrect responses.

JSp4.8 Orally given 10 pairs of sentences, in which one member of each pair is an example of correct pronoun usage and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. "Look at them". "Look at they"; "There he goes"; "There him goes"; etc.)

JSp4.9 During class discussion, the student will use acceptable English grammar, to the satisfaction of the teacher.

BASIC SKILLS  
JUNIOR HIGH  
SPEAKING

11ly with 10 singular or plural pronouns  
of a verb whose past tense is formed  
ed", the student will say the pronoun  
t past tense of the verb with no more  
Given: "I walk", Response: "I walked";  
response: "They danced", etc.)

11ly with 10 singular or plural pronouns  
of a verb whose past tense is formed  
ent will say the pronoun along with the  
the verb with no more than 2 errors.  
were"; "He drives" - He drove"; etc.)

10 sentences which indicate possession  
form (e.g. "Those shoes belong to  
will change the form of the sentence  
(e.g. "Those are Sharon's shoes")  
incorrect responses.

10 pairs of sentences, in which one  
s an example or correct pronoun usage  
example of incorrect usage, the student  
orrect and which is incorrect with no  
e.g. "Look at them". "Look at they";  
e him goes"; etc.)

discussion, the student will use  
an to the satisfaction of the

Junior High Speaking - 5 - Makes introductions

JSp5.1 Given simulated situations (Mary will be Sue's mother etc.), the student will make proper introductions, boys to girls, students to older people, students to teacher's etc. to the teacher's satisfaction.

JSp5.2 The student will introduce visitors or new students to boys and girls during class, on school grounds, etc. and demonstrate how to properly acknowledge introductions to the teacher's satisfaction.

Since this objective is level, pretest the class. See intermediate level.

Role play introduction. Introductions are important.

Junior High Speaking - 6 - Engages in social conversations and discussions

JSp6.1 The student will, to the teacher's satisfaction, engage in social conversations and discussions by participating in informal classroom conversations, showing courtesy to others by not interrupting or adding derogatory remarks, and talking in turn with discretion.

JSp6.2 The student will participate in more formal classroom conversations and discussions demonstrating poise, ease and politeness to the satisfaction of the teacher. These conversations should reflect the following standards: think before speaking, have something in mind to say, look at the person to whom you are speaking, take turns, and listen to others.

Discuss the necessity for role play situations in a rude. Observe students calling students aside seem to exhibit inappropriate

## 5 - Makes introductions

1. situations (Mary will be Sue's mother make proper introductions, boys to other people, students to teacher's etc. action.

Since this objective is included in the Intermediate level, pretest the class before covering the objective. See intermediate level for suggested activities.

2. 1. introduce visitors or new students to the class, on school grounds, etc. and properly acknowledge introductions to the

Role play introduction situations. Discuss why introductions are important and when they are appropriate.

## 6 - Engages in social conversations and discussions

1. 1. to the teacher's satisfaction, engage in conversations and discussions by participating in classroom conversations, showing courtesy, not interrupting or adding derogatory remarks, and with discretion.

Discuss the necessity for courtesy in conversation. Role play situations in which some people are being rude. Observe students during social interactions, calling students aside for informal talks, if they seem to exhibit inappropriate behavior.

2. 1. participate in more formal classroom discussions demonstrating poise, ease and respect of the teacher. These conduct the following standards: think before speaking, look at the speaker, take turns, and listen to

JSp6.3 Given actual or simulated social situations, such as dances, parties, gatherings in snack shops, etc., the student will voluntarily participate in conversations to the teacher's satisfaction.

BASIC SKILLS  
JUNIOR HIGH  
SPEAKING

al or simulated social situations,  
cies, gatherings in snack shops, etc.,  
ntarily participate in conversations  
sfaction.

36

37



The EMR learner will demonstrate proficiency in those reading skills which will provide time and vocational reading

Junior High Reading - 1 - Uses context clues to independently attack new words

JR1.1 Given a passage to read containing one unknown word which can be identified through context (i.e., through definition, synonyms, comparison, experience, tone, or familiar expression) the student will independently identify the unknown word or supply an equally appropriate word 80% of the time. (Refer to the Intermediate Level for more detailed objectives)

As students read in even to use context clues to students have a particular to the intermediate level

Scholastic Book Services  
Barnell-Loft-Using the

Junior High Reading - 2 - Uses phonetic skills to independently attack new words

JR2.1 Given passages to read containing unknown words the student will use phonetic word attack skills to attack new words 90% of the time. (e.g. sound blending, common word endings, initial and final consonants, word blends, diagraphs, long and short vowels, diphthongs, silent letters, etc. See Intermediate Reading 4).

As the teacher observes an evaluation of their should be made. For more activities see the Inter

JR2.2 Given the consonants having hard and soft sounds (i.e. c and g) the student will name at least two words beginning with each sound. e.g. Call and cat, cent and city, go and garden, giant and gin.

For specific deficits in try using recorded lessons basis. Make up recording If there are several stu they could work together

JR2.3 Given written words containing a silent K before n, w before r, b after m, or e at the end of one syllable words containing another vowel, the student will identify 80% of the silent letters

Scholastic Book Services

monstrate proficiency in those reading skills which will provide him with a basis for leisure reading

- Uses context clues to independently attack new words

to read containing one unknown word through context (i.e., through comparison, experience, tone, or the student will independently identify an equally appropriate word or to the Intermediate Level for more

As students read in everyday assignments, encourage them to use context clues to figure out unknown words. If students have a particular deficit in this area, refer them to the intermediate level.

Scholastic Book Services, Action Kit-Unit Workbooks  
Barnell-Loft-Using the Context, Level B and C.

- Uses phonetic skills to independently attack new words

to read containing unknown words using phonetic word attack skills to attack new words. (e.g. sound blending, common initial consonants, word blends, final consonants, word blends, initial vowels, diphthongs, silent letters, etc. (Intermediate Reading 4).

Students having hard and soft sounds should be able to name at least two words beginning with each sound. e.g. Call and cat, cent and cent and gin.

As the teacher observes students in everyday reading, an evaluation of their phonetic word attack skills should be made. For more specific objectives and activities see the Intermediate Level.

For specific deficits in word attack skills at this level, try using recorded lessons administered on an individual basis. Make up recordings with ditto sheets to reinforce. If there are several students with similar problems they could work together - in a small group.

Words containing a silent K before a, or e at the end of one syllable. If the student will identify the word, the student will identify the word.

Scholastic Book Services, Action Kit, Unit Workbooks

Junior High Reading - 3 - Uses structural analysis to independently attack new words

JR3.1 Given passages to read containing unknown words, the student will use structural analysis to attack new words 90% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5.

JR3.2 The student will independently write a word in the past tense by adding d or ed without changing the word with 90% accuracy. See JSp4.5

JR3.3 The student will form the past tense of 10 words which require changing y to i or f to v before adding ed with 70% accuracy.

JR3.4 The student will form the plural of 10 words which require changing y to i before adding es or changing f to v before adding es with 70% accuracy. See JSp4.2

JR3.5 The student will double the final consonant of 10 words before adding an ending with 80% accuracy.

JR3.6 The student will count the number of syllables in 10 spoken multi-syllable words with 90% accuracy.

Individual recorded

Small group work with problem.

Prefixes, suffixes, group into two teams dictionary. Instruct specific characteristics with particular prefixes the most words in a

Discuss the meanings

Bulletin board using

For irregular plurals for students to hear at the spelling. Then the rule.

Call out words to students of syllables. Write Tell students what the opportunity to change divide them into syllable dictionary to check.

Discuss rules for syllable importance of syllables

Love Pub. Co., Individual Games and Activities Kit - Unit Work-books

BASIC SKILLS  
JUNIOR HIGH  
READING

3 - Uses structural analysis to independently attack new words

s to read containing unknown words, structural analysis to attack new words. (e.g. plurals, compound words, past tenses, possessives, comparison, etc. See Intermediate

will independently write a word in a sentence using d or ed without changing the meaning. See JSp4.5

will form the past tense of 10 words by changing y to i or f to v before adding -ed.

will form the plural of 10 words which require adding es or changing f to v. See ISp4.2

Individual recorded lessons with accompanying work sheets.

Small group work with those students having the same problem.

Prefixes, suffixes, multi-syllabic words, etc. Divide group into two teams for a relay. Give each student a dictionary. Instruct the class to look for words with specific characteristics such as: 3-syllable words, words with particular prefixes or suffixes, etc. The team that finds the most words in a time limit wins.

Discuss the meanings of specific prefixes.

Bulletin board using a train to illustrate suffixes.

For irregular plurals and word endings do oral exercises for students to hear the differences. Let them guess at the spelling. Then show the spelling and discuss the rule.

Call out words to students. Let them guess the number of syllables. Write the words on the board on a dictation line. Tell students what their guesses were and give them opportunity to change their mind. Then let them try

JR3.7 The student will identify the accented syllable of 10 spoken multi-syllable words with 80 % accuracy.

---

JR3.8 The student will divide 10 written two syllable words between double consonants or before a single consonant between two vowels with 70% accuracy.

---

JR3.9 The student will use structural clues to independently read two-syllable words which conform to the structural skills thus far acquired, with 75% accuracy.

---

JR3.10 The student will independently use contractions in reading and writing with 90% accuracy. (See Intermediate Reading - IR5.14, IR5.15).

I identify the accented syllable  
in words with 80 % accuracy.

I divide 10 written two syllable  
words into onsonants or before a single  
vowel with 70% accuracy.

I use structural clues to  
identify syllable words which conform to the  
patterns acquired, with 75% accuracy.

I independently use contractions  
with 90% accuracy. (See  
IR5.14, IR5.15).

42

43



Junior High Reading - 4 - Reads with comprehension on a level commensurate with his age by his mental age)

JR4.1 Given three paragraphs on his instructional level, the student will skim each paragraph to find a specific idea in 4 out of 5 attempts.

During reading in con-  
with students by disc  
Have them skin paragr  
it a contest).

JR4.2 Given a selection of material on his instructional reading level, the student will correctly answer 8 out of 10 questions regarding specific details.

In sequencing, give s  
material at first. T

JR4.3 Provided with a short story on his instructional reading level, the student will arrange 5 statements of the story in sequence with no more than 1 incorrect sequence in 5 attempts.

Discuss the main idea  
real news articles an  
headline should be.

Barnell-Loft, Getting  
Getting the Facts.

JR4.4 Provided with a short story or non-fictional material on his instructional reading level, the student will correctly answer questions regarding the main idea 80% of the time.

JR4.5 Given a short or non-fictional material on his instructional reading level, the student will summarize the content to the satisfaction of the teacher 80% of the time.

JR4.6 Given two non-fictional books on his instructional reading level, the student will make comparisons between the two books to the teacher's satisfaction.

**BASIC SKILLS  
JUNIOR-HIGH  
READING: COMPREHENSION**

4 - Reads with comprehension on a level commensurate with his ability (as approximately determined by his mental age)

<p>paragraphs on his instructional level, in each paragraph to find a specific attempt.</p>
<p>tion of material on his instructional level student will correctly answer regarding specific details.</p>
<p>a short story on his instructional level student will arrange 5 statements of with no more than 1 incorrect s.</p>
<p>a short story or non-fictional instructional reading level, the student questions regarding the main idea</p>
<p>or non-fictional material on reading level, the student will summarize satisfaction of the teacher 80% of</p>
<p>1 books on his instructional level student will make comparisons to the teacher's satisfaction.</p>

During reading in content areas, preview reading material with students by discussing the concepts ahead of time. Have them skim paragraphs for specific information (it a contest).

In sequencing, give students sentences verbatim from material at first. Then move to summary statements.

Discuss the main idea in terms of newspaper headlines, real news articles and let students guess what the headline should be. Then compare to original as presented.

Barnell-Loft, Getting the Main Idea, Locating the Main Idea, Getting the Facts.



Junior High Reading - 5 - Learns alphabetizing as it pertains to dictionary and telephone

JR5.1 Given a set of at least 10 words with initial letters different, the student will alphabetize them with 90% accuracy.

Chalkboard Relays: Div  
Give each student a dic  
alphabetical order, one  
alphabet. Variation:  
Students must alphabeti  
has the most "a" words  
limit wins.  
Telephone Book and Dict

JR5.2 Given a set of at least 10 - 15 words with the initial letter the same, the student will alphabetize them with 80% accuracy.

JR5.3 The student will locate 10 sight words in the dictionary, with 90% accuracy.

Lowe Publishing Company  
Games and Activities

Frank Richards, Jobs

JR5.4 The student will locate in a simple dictionary and read the meaning of 10 words selected from the Dolch list.

JR5.5 The student will indicate understanding of 5 words located in the dictionary by using those words in a sentence with 80% accuracy.

5 - Learns alphabetizing as it pertains to dictionary and telephone directory use

of at least 10 words with initial  
the student will alphabetize them with

of at least 10 - 15 words with the  
ame, the student will alphabetize  
cy.

will locate 10 sight words in the  
accuracy.

will locate in a simple dictionary  
of 10 words selected from the Dolch

will indicate understanding of 5 words  
onary by using those words in a  
curacy.

Chalkboard Relays: Divide class or group into teams  
Give each student a dictionary. The task is to write  
alphabetical order, one word for each letter of the  
alphabet. Variation: Teacher chooses a letter such  
Students must alphabetize by the second letter. Team  
has the most "a" words in alphabetical order within  
limit wins.  
Telephone Book and Dictionary Drills.

Lowe Publishing Company, Individualized Reading Inst  
Games and Activities

Frank Richards, Jobs from "A" to "Z"

JR5.6 Given a local telephone directory, the student will locate the number of the following agencies: hospital, police department, fire station, grocery store, without error.

---

JR5.7 Given a list of at least 10 names of friends or relatives listed in the local directory, the student will locate the correct numbers with 90% accuracy.

BASIC SKILLS  
JUNIOR HIGH  
READING: INTERPRETATION  
AND APPLICATION

telephone directory, the student  
of the following agencies:  
ment, fire station, grocery store,

f at least 10 names of friends or  
e local directory, the student will  
bers with 90% accuracy.

48

49

Junior High Reading - 6 - Reads for protection and direction

JR6.1 The student will read with comprehension at least 50 words or phrases relating to protection and direction (see Functional Words in Appendix A ).

JR6.2 Given written instructions for completion of a class assignment on his independent reading level, the student will complete the assignment following the correct procedure 90% of the time.

JR6.3 Given labels for clothing, food containers, household or garden chemicals, etc., the student will identify the label and state what it means to the teacher's satisfaction.

JR6.4 Given a set of directions on his independent reading level (e.g. for a recipe, constructing a model, sewing a dress, repairing a simple machine), the student will follow the correct procedures for the completion of the task to the satisfaction of the teacher.

Take slides of comm

Make bulletin board  
classified ads, etc

Make flash cards us

Let students pick  
it would be found,

Observe students w  
Give more support a  
difficulty in this  
instructions for th

Make instructions s  
"experiments." Sim  
necessary.

Make crossword puzz

-----  
Barnell-Loft, Follo

5 - Reads for protection and direction

1 read with comprehension at least  
lating to protection and direction  
(in Appendix A ).

Instructions for completion of a  
s independent reading level, the  
the assignment following the  
of the time.

r clothing, food containers,  
emicals, etc., the student will  
state what it means to the

directions on his independent reading  
pe, constructing a model, sewing  
(mple machine), the student will  
cedures for the completion of the  
on of the teacher.

Take slides of community signs

Make bulletin boards using common labels, words for  
classified ads, etc.

Make flash cards using more difficult words.

Let students pick a phrase from cards and tell where  
it would be found, what it means, why it's important

Observe students while reading and following instructions.  
Give more support and instruction to those who have  
difficulty in this area. Find or write easier, more  
instructions for them to start with.

Make instructions sheets for craft project science  
"experiments." Simplify instruction for recipes if  
necessary.

Make crossword puzzles and word hunts.

-----  
Barnell-Loft, Following Directions

Junior High Reading - 7 - Has a vocational sight vocabulary

JR7.1 The student will read at least 50 words or phrases relating to vocations in the areas of auto repair, food service, domestic service, child care, farm service, wood working, plumbing, and other general vocationally related words (See Vocationally Related Words in Appendix A ).

While studying specific lessons as the need arises used in conjunction with objectives. (See JR6).

Junior High Reading - 8 - Reads a variety of materials for living (See JV13)

JR8.1 Following discussion of the purpose of newspapers and magazines the student will locate and read news items, sporting events, weather, television schedules, entertainment want ads, etc. to the satisfaction of the teacher. (see JV13)

Provide newspaper magazine during "free" time. Do not be found in newspaper

Catalogs - Discuss why

JR8.2 Provided with a variety of newspapers and magazines, the student will demonstrate ability to use magazines and newspapers as a resource for reading arithmetic, social studies, sports, ideas for stories, etc. to the satisfaction of the teacher. (See JV13)

Chalkboard Relays - Divide each team a catalog. Have kinds of things as they can find the most expensive

Give students the task equipment, school clothing

Let students make menus

JR8.3 The student will demonstrate to the teacher's satisfaction his ability to read menus by placing food orders in simulated or real situations.

Make menus for students Appetizer, Beverages, Desserts

**BASIC SKILLS  
JUNIOR HIGH  
READING: INTERPRETATION AND  
APPLICATION**

7 - Has a vocational sight vocabulary

Will read at least 50 words or phrases in the areas of auto repair, food service, child care, farm service, wood and other general vocationally related words. (See Related Words in Appendix A).

While studying specific vocational areas, make vocabulary lessons as the need arises. This objective should be used in conjunction with other vocationally related objectives. (See JR6).

8 - Reads a variety of materials for living (See JV13)

Understand the purpose of newspapers. Student will locate and read news items, weather, television schedules, entertainment and express satisfaction of the teacher.

Provide newspaper magazines for students to browse through during "free" time. Discuss the kinds of information that can be found in newspapers. Have newspaper drills.

Catalogs - Discuss why catalogs are convenient.

Read a variety of newspapers and magazines. Demonstrate ability to use magazines and newspapers for reading arithmetic, social studies, and for stories, etc. to the satisfaction of the teacher. (See JV13)

Chalkboard Relays - Divide class into two teams. Give each team a catalog. Have them list as many different kinds of things as they can. Variation: See which team can find the most expensive item within a time limit.

Give students the task of spending \$100.00 for camp equipment, school clothes, etc.

Let students make menus

Illustrate to the teacher's satisfaction by placing food items in real situations.

Make menus for students - Discuss A La Carte, Entree, Appetizer, Beverages, Dessert, Hors d'oeuvre, etc.



JR8.4 The student will read catalogs and fill in order blanks including size, price, tax, and postage for imaginary ordering (such as clothing or Christmas presents) to the satisfaction of the teacher.

Xerox, You and Your  
New Readers Press.

54

will read catalogs and fill in order  
e, price, tax, and postage for  
such as clothing or Christmas  
isfaction of the teacher.

Xerox, You and Your World, Know Your World  
New Readers Press, News For You

54

55

Junior High Reading - 9 - Reads a variety of materials for enjoyment

JR9.1 In a "free time" situation, the student will choose some reading material such as books or magazines twice in a six-week period.

JR9.2 After independent reading either at home or at school, the student will voluntarily share something he has read with the teacher, class or classmate once in a six-week period.

Set up a shelf or a section for low level reading materials.

When students are finished reading, return the book to the reading section as one of the first of the period.

Provide a time when students can share with the class.

-----  
Xerox: Pals Paperbacks, Inc.  
Pacemaker Story Books, Inc.  
Scholastic Book Services

Junior High Reading - 10 - Can express an opinion concerning written material

JR10.1 After reading a selection of material at his independent reading level, either of his own choosing or the teacher's, the student will express either a positive or negative opinion and explain why he feels the way he does to the satisfaction of the teacher.

See JL3 and JR9

-----  
Scholastic Book Services

BASIC SKILLS  
JUNIOR HIGH  
READING: APPRECIATION

9 - Reads a variety of materials for enjoyment

In a situation, the student will  
material such as books or magazines  
period.

ent reading either at home or at  
will voluntarily share something  
teacher, class or classmate once

Set up a shelf or a section of the room with interesting  
low level reading materials, magazines and newspapers.

When students are finished with assignment offer the  
reading section as one activity they may choose for the  
rest of the period.

Provide a time when students can share what they've read  
with the class.

-----  
Xerox: Pals Paperbacks, Know your World - Fearon Publish  
Pacemaker Story Books, Classics, and True Adventures  
Scholastic Book Services: Action Libraries

10 - Can express an opinion concerning written material

a selection of material at his  
level, either of his own choosing or  
ident will express either a  
opinion and explain why he feels  
satisfaction of the teacher.

See JL3 and JR9

-----  
Scholastic Book Services: Action Kit - Unit Workbooks

56

57

WRITING

Junior High Writing - 1 - Writes, in a clear, legible cursive writing

JW1.1 The student will write cursively in all assigned tasks unless otherwise specified.

JW1.2 The student will write legibly enough that the teacher and at least two others (other teachers, principal, students etc.) can read his writing without difficulty.

Observe students writing  
some students have a part  
the Intermediate level fo

WRITING

1 - Writes, in a clear, legible cursive writing

11 write cursively in all assigned specified.

Observe students writing in everyday exercises. If some students have a particular deficit in this skill the Intermediate level for more specific objectives.

11 write legibly enough that the  
two others (other teachers,  
c.) can read his writing without

58

59

Junior High Writing - 2 - Uses adequate punctuation, capitalization, and common abbrevi

JW2.1 When writing sentences, the student will place proper punctuation marks at the end of the sentences with 90% accuracy.

JW2.2 When writing dates, series of names or words, names of cities, and states, the student will place the commas in the proper positions with 80% accuracy.  
(See JV19.3)

JW2.3 The student will begin each sentence with a capital letter with 90% accuracy.

JW2.4 When presented with a paragraph with capitalization omitted from names, and titles, months, days of week, city, state, the student will correct it with 80% accuracy.

JW2.5 The student will use the proper abbreviations when writing the months, days of the week, familiar states, and United States of America, with 90% accuracy.  
(See JA(T)6, JV19)

End Punctuation: Observe work noting punctuation and students have a deficit level.

Commas and Capitalization newspapers (News For You, etc.). Instruct them to discuss why either was used in lessons.

Abbreviations: At the same time are taught, teach the abbreviations matching exercises like "decode" ads. Have a chalkboard with many abbreviations as the

Love Publication Company  
Instruction - Games & Activities

BASIC SKILLS  
JUNIOR HIGH  
WRITING

2 - Uses adequate punctuation, capitalization, and common abbreviations for his needs

<p>sentences, the student will place marks at the end of the sentences</p>	<p><u>End Punctuation:</u> Observe students writing in everyday work noting punctuation at the ends of sentences. If students have a deficit in this area see the Intermediate level.</p>
<p>dates, series of names or words, states; the student will place the positions with 80% accuracy.</p>	<p><u>Commas and Capitalization:</u> Give students paragraphs from newspapers (<u>News For You</u>, <u>You and your world</u>, <u>know your</u> etc.) Instruct them to circle commas or capital letters. Discuss why either was used in each case. Make recorded lessons.</p>
<p>will begin each sentence with a 0% accuracy.</p>	<p><u>Abbreviations:</u> At the same time the spelling of these are taught, teach the abbreviations as spelling words. matching exercises like concentration. Make recorded Have students "decode" abbreviations used in classified ads. Have a chalkboard relay in which students write many abbreviations as they can within a time limit.</p>
<p>and with a paragraph with and from names, and titles, months, state, the student will correct it</p>	<p><u>Love Publication Company, Individualized Reading Instruction - Games &amp; Activities</u></p>
<p>will use the proper abbreviations for months, days of the week, familiar names, and places in America with 90% accuracy.</p>	<p>61</p>



Junior High Writing - 3 - Learns to spell essential words encountered in all curriculum areas

JW3.1 When beginning a written assignment, the student will correctly spell all words required in heading his paper (e.g. subject name, his first and last name, the date, the instructor's name, grade or period, etc.) without error.

Use crossword puzzles, word lists, and other materials for teaching sight vocabulary.

JW3.2 The student will correctly spell and write 50% of his sight vocabulary words which may include words from his curriculum areas and unit activities.

Junior High Writing - 4 - Uses phonetic and structural skills in spelling

JW4.1 When encountering a word he does not know how to spell, the student will use phonetic skills in attempting to spell the word 80% of the time. (e.g. initial and final consonants, blends, digraphs, long and short vowels, diphthongs, silent letters, etc. See Intermediate Reading -4- and Junior High Reading 2)

Give students spelling lessons and practice particular skills. Make a list of words that a majority of the students have difficulty with.

- Learns to spell essential words encountered in all curriculum areas and unit activities

In a written assignment, the student  
words required in heading his  
e, his first and last name, the  
name, grade or period, etc.) without

Use crossword puzzles, word hunts, etc. See activities  
teaching sight vocabulary.

correctly spell and write 50%  
words which may include words from  
unit activities.

- Uses phonetic and structural skills in spelling

a word he does not know  
nt will use phonetic skills  
the word 80% of the time.  
consonants, blends, diagraphs,  
diphthongs, silent letters, etc.  
g -4- and Junior High Reading 2)

Give students spelling lessons that emphasize these  
particular skills. Make recorded lessons for skills that  
majority of the students lack.

62

63

JW4.2 When encountering a word he does not know how to spell, the student will use structural analysis to spell the word 80% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5 - and Junior High Reading - 3)

Junior High Writing - 5 - Understands the meaning and use of words he writes

JW5.1 Given words from his basic vocabulary the student will state their meaning and use them correctly in a sentence, 90% of the time.

If the teacher observes s  
words, these should be po

JW5.2 Given an incomplete story, the student will provide the ending, spelling words correctly and showing proper meaning of the words in his solution, to the teacher's satisfaction.

BASIC SKILLS  
JUNIOR-HIGH  
LANGUAGE: WRITING

ing a word he does not know how  
will use structural analysis to  
the time. (e.g. plurals, compound  
ffixes, past tenses, possessives,  
ation, etc. See Intermediate  
or High Reading - 3)

5 - Understands the meaning and use of words he writes

om his basic vocabulary the student  
ng and use them correctly in a  
ime..

If the teacher observes students misusing basic vocabul  
words, these should be pointed out and discussed.

plete story, the student will provide  
ords correctly and showing proper  
his solution, to the teacher's

64

65

Junior High Writing - 6 - Can write a paragraph

JW6.1 The student will state the meaning of "paragraph" to the satisfaction of the teacher.

Discuss the meaning and p  
students examples of good  
good.) Give students two  
run together. Let them d  
Teach paragraph writing t  
sentences such as: Every  
job interview; It is impor  
plants are poisonous to t

JW6.2 Given a topic sentence, the student will correctly write a paragraph containing three to five sentences to the teacher's satisfaction.

Junior High Writing - 7 - Uses writing as a form of response

JW7.1 Given a written test involving completions, true and false, essay, and multiple choice items, the student will respond correctly to the appropriate item with 90% accuracy.

Observe students while pe  
seem to understand a part  
and discuss the problem,  
a few examples of the typ  
Make it a point to give s  
during testing situations  
See JW6

JW7.2 After reading a story or a poem, the student will write a brief summary of that story or poem to the teacher's satisfaction.

Can write a paragraph

state the meaning of "paragraph" the teacher.

entence, the student will correctly ning three to five sentences ction.

Discuss the meaning and purpose of a paragraph. (Give students examples of good paragraphs and discuss why they are good.) Give students two distinct paragraphs that have run together. Let them decide where the division should be. Teach paragraph writing through content areas. Give them sentences such as: Everyone should know how to dress for a job interview; it is important to learn to be on time; plants are poisonous to touch; etc.

Uses writing as a form of response

test involving completions, true multiple choice items, the student to the appropriate item with 90%

Observe students while performing on tests. If they do not seem to understand a particular form of test response, stop and discuss the problem. Before giving a test give students a few examples of the types of questions they should expect. Make it a point to give students a variety of ways to respond during testing situations.

See JW6

story or a poem, the student will that story or poem to the teacher's

67

66

Junior High Writing - 8 - Writes a simple business letter. (See Intermediate Writing - 8)

JW8.1 The student will address 3 envelopes for friendly and/or business letters with no more than 1 error per envelope.

JW8.2 The student will write one each of the following business letters using proper form in punctuation, and spelling: 1) Complaint, 2) for information, 3) to order.

Have the students order for magazines and comic books in situations that would require a complaint. (See IW8)

BASIC SKILLS  
JUNIOR HIGH  
LANGUAGE: WRITING

- Writes a simple business letter. (See Intermediate Writing - 8 - Writes a simple friendly letter)

address 3 envelopes for friendly  
with no more than 1 error per

write one each of the following  
proper form in punctuation, and  
2) for information, 3) to

68

Have the students order free or inexpensive items advertised  
in magazines and comic books. Give the students simulated  
situations that would require writing for information or  
complaint. (See IW8)

69



ARITHMETICTerminal Objective

The EBR learner will demonstrate functional arithmetic skills necessary for practical use.

Junior High Arithmetic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary.

JAL.1 The student will correctly read and explain the meaning of at least 25 of the following words:

add	deposit	more	signature
average	divide	multiply	statement
balance	endorsement	number	subtotal
borrow	expenses	o'clock	sum
check	finance	per	tablespoon
checking	foot	percent	tax
coins	gallon	price	teaspoon
cost	inch	quantity	total
credit	income	quart	unit
cup	interest	rate	withdrawal
currency	less	savings	
debit	loan	service charge	
	meter		

These words are not intended for an isolated lesson. They are to be used in conjunction with other words throughout the year.

Employ techniques used for vocabulary and spelling such as Word Hunts.

Junior High Arithmetic (Facts) - 2 - Writes number words (See J43)

J2.1 The student will write any number word one through one hundred with 90% accuracy.

Make crossword puzzles with number words. Have students make their own and solve them.

Give numbers scrambled and have students unscramble them.

Spelling bees with number words.

ARITHMETIC

Terminal Objective

demonstrate functional arithmetic skills necessary for practical independent living in society

ic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary

will correctly read and explain the  
25 of the following words:

more	signature
multiply	statement
number	subtotal
o'clock	sum
per	tablespoon
percent	tax
price	teaspoon
quantity	total
quart	unit
rate	withdrawal
savings	
service charge	

These words are not intended to be taught as an isolated lesson. They are meant to be covered in conjunction with other lessons and checked off throughout the year.

Employ techniques used for teaching sight vocabulary and spelling such as crossword puzzles and Word Puns.

ic (Facts) - 2 - Writes number words (See 243)

will write any number word one through  
accuracy.

Make crossword puzzles with number words. Let the students make their own and trade with each other.

Give numbers scrambled and have the students unscramble them.

Spelling bees with number words.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: FACTS AND PROCESSES

Practice spelling words by having each student give one letter of a number word. Spell the numbers consecutively. First student says "0", next says "N" next says, "E", next says "T", next says "H", next says "0", etc. If a person misses he is out. Divide class into two teams. The first team with three out loses.

Number Scrabble-- Place small paper squares with numbers on them in a box or can. ,etc. Students draw out four numbers each. Then in turn they spell their numbers on a blank grid following scrabble rules. For scoring, assign a numerical value for each letter of the alphabet and have students add up their scores at the end of each turn.

---

Pruett Pub. Co., Mathematics In Living, Bk. 3,  
Banking, pp. 43-48, 88-89

## Junior High Arithmetic (Facts) - 3 - Knows number place value and can read and write number

JA3.1 Given items representing thousands, hundreds, tens, and units, and given any 10 numbers from one to one thousand, the student will manipulate the items to show the stated number with 90% accuracy.

JA3.2 Given items representing a thousand, hundreds, tens and units, and given a number of units, tens, and hundreds orally, the student will write the number thus represented with 90% accuracy.

JA3.3 Given any number orally from 1 - 1,000, the student will write the number correctly 90% of the time.

JA3.4 Given any written number 1 - 1,000, the student will read the number correctly 90% of the time.

For items to represent thousands and units, use strips of paper that are four shades of one color: units, light blue for tens, medium blue for hundreds, and dark blue for thousands. Be a lesson in mixing colors. Use thin strips for ones, tens, and hundreds for the higher numbers. Write words on each strip.

Divide the class into two teams. Give each team a set of strips or sticks as described. Give each member of each team a number. The first team to have their number represented in terms of place value wins.

If a student has difficulty with a number, cover all but the units place. Continue revealing one place at a time until the problem area is isolated.

(Facts) - 3 - Knows number place value and can read and write numbers to one thousand.

representing thousands, hundreds, tens, and units, use strips of paper or popsicle sticks that are four shades of one color--use white for units, light blue for tens, medium blue for hundreds, and dark blue for thousands. (This could be a lesson in mixing colors.) Another suggestion is use thin strips for ones and widen the strips for the higher numbers. Write the appropriate words on each strip.

representing a thousand, hundreds, tens, and units, use strips of paper or popsicle sticks that are four shades of one color--use white for units, light blue for tens, medium blue for hundreds, and dark blue for thousands. (This could be a lesson in mixing colors.) Another suggestion is use thin strips for ones and widen the strips for the higher numbers. Write the appropriate words on each strip.

orally from 1 - 1,000, the student correctly 90% of the time.

en number 1 - 1,000, the student correctly 90% of the time.

For items to represent thousands, hundreds, tens and units, use strips of paper or popsicle sticks that are four shades of one color--use white for units, light blue for tens, medium blue for hundreds, and dark blue for thousands. (This could be a lesson in mixing colors.) Another suggestion is use thin strips for ones and widen the strips for the higher numbers. Write the appropriate words on each strip.

Divide the class into two teams. Give each team a set of strips or sticks as described above. Give each member of each team a number on a card. The first team to have their numbers correctly represented in terms of place value wins.

If a student has difficulty reading a large number, cover all but the units place and ask him to name it. Continue revealing one place at a time until the problem area is isolated and can be explained.

73

74

Junior High Arithmetic (Facts) - 4 - Expands addition and subtraction skills

JA4.1 Given 10 addition problems consisting of 3 or more 3-digit addends requiring carrying, the student will solve at least 8 of the problems.

JA4.2 Given 10 subtraction problems using numbers with 3 more digits requiring borrowing at least once in each problem, the student will solve at least 8 of the 10 problems.

JA4.3 Given 10 addition or subtraction problems involving money, the student will place decimals and dollar signs without error.

Use place value concepts to

Explain that there are 2 rules for putting a number higher than 9 in the ones place. 1) you can put only 1 number

Use pennies and dimes to explain

Explain that when the number in the ones place is greater than the one on the bottom,

Give students several subtraction problems without actually working them out to determine whether or not borrowing is involved. It is a good idea to have students practice of having students place a mark beside each subtraction problem to indicate the necessity for borrowing.

In all addition and subtraction problems with decimals and

Continually emphasize the importance of addition and subtraction facts. This should be kept to a

Use chalkboard relays and

Arithmetic Squares, Arithmetic Dominoes, Concentration, etc.

Love Pub. Co., Individualized

BASIC SKILLS

JUNIOR HIGH

ARITHMETIC: FACTS AND PROCESSES

(Facts) - 4 - Expands addition and subtraction skills

on problems consisting of 3 or more  
ing carrying, the student will solve  
Items.

Use place value concepts to explain carrying.

Explain that there are 2 rules: 1) You can't  
put a number higher than 9 in any column and  
2) you can put only 1 number in each column.

ction problems using numbers with 3  
ng borrowing at least once in each  
will solve at least 8 of the 10

Use pennies and dimes to explain borrowing.

Explain that when the number on top is smaller  
than the one on the bottom, you must borrow.

on or subtraction problems involving  
1 place decimals and dollar signs

Give students several subtraction problems and  
without actually working them, the students are  
to determine whether or not borrowing will be  
involved. It is a good idea to continue the  
practice of having students write "yes" or "no"  
beside each subtraction problem to indicate the  
necessity for borrowing.

In all addition and subtraction drills include  
problems with decimals and dollar signs.

Continually emphasize the practical application  
of addition and subtraction. Drill in isolation  
of this should be kept to a minimum. (See JC7)

Use chalkboard relays and races for drill.

Arithmetic Squares, Arithmetic Circles, Arithmetic  
Dominoes, Concentration, etc. (See Appendix B)

Junior High Arithmetic (Facts) - 5 - Expands multiplication and division skills.

JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to  $10 \times 10$  with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.3 The student will multiply by rote any two numbers up to  $10 \times 10$  with 90% accuracy.

JA5.4 The student will divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number with 80% accuracy.

JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.

Play a card game in the  
make pairs, the student  
a multiplication fact with  
a rummy game in which 3  
matched, add the answer  
multiplication fact that  
For example:  $2 \times 6$ ,  $3 \times 4$   
twelve, etc.

Multiplication Squares,  
Arithmetic Squares; Arith  
Dominoes, Concentration,

Love Pub. Co., Individual  
Arithmetic Drill Sheets



(Facts) - 5 - Expands multiplication and division skills.

multiply with the help of manipulative  
ers up to  $10 \times 10$  with 90% accuracy.

manipulative materials, the student  
up to 90 by any number up to 10 when  
e digit number, with 80% accuracy.

multiply by rote any two numbers up to  
cy.

divide by rote any number up to 90 by  
n the quotient is a single digit number

lication problems involving a two or  
digit number and requiring carrying, the  
multiply at least eight of the problems.

divide any 10 two or three digit number  
when the quotient is a whole number,

ion problems with divisors to 10 and in-  
e student will correctly divide eight of

Play a card game in the style of Go Fish. To  
make pairs, the student must match a card with  
a multiplication fact with its answer. To make  
a rummy game in which 3 or 4 cards can be  
matched, add the answer spelled out, or another  
multiplication fact that yields the same answer.  
For example:  $2 \times 6$ ,  $3 \times 4$ , 12, or  $3 \times 4$ , 12,  
twelve, etc.

Multiplication Squares, Arithmetic Circles,  
Arithmetic Squares, Arithmetic Codes, Arithmetic  
Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction  
Arithmetic Drill Sheets

Junior High Arithmetic (Facts) - 6 - Uses functional arithmetic in other curriculum and v

JA6.1 Given word problems in other curriculum areas (e.g. figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.

Whenever possible, include a  
in other curriculum areas.  
current studies in the math

JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendant, waiting, or domestic services, the student will solve the problem correctly 75 % of the time. e.g. figuring cost, figuring lengths of fabric, wood, pipe or other materials for more than one project, figuring the number of acres needed for a given yield, etc.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: FACTS AND PROCESSES

c (Facts) - 6 - Uses functional arithmetic in other curriculum and vocational areas.

blems in other curriculum areas  
number of days between two holidays,  
11 teams in four classes, the number  
chapter of a book, etc.), the student  
process 80% of the time.

or simulated situations involving word  
re of the following vocational areas  
entry, farming, plumbing, maintenance,  
waiting, or domestic services, the  
e problem correctly 75 % of the time.  
figuring lengths of fabric, wood,  
Is for more than one project, figuring  
needed for a given yield, etc.

Whenever possible, include arithmetic problems  
in other curriculum areas. Also coordinate  
current studies in the math curriculum.

80

79

Junior High Arithmetic (Facts) - 5 - Expands multiplication and division skills.

JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to  $10 \times 10$  with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.3 The student will multiply by rote any two numbers up to  $10 \times 10$  with 90% accuracy.

JA5.4 The student will divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number with 80% accuracy.

JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.

Play a card game in the s  
make pairs, the student m  
a multiplication fact wit  
a rummy game in which 3 o  
matched, add the answer s  
multiplication fact that  
For example:  $2 \times 6$ ,  $3 \times 4$   
twelve, etc.

Multiplication Squares, A  
Arithmetic Squares, Arith  
Dominoes, Concentration,

Love Pub. Co., Individual  
Arithmetic Drill Sheets

(Facts) - 5 - Expands multiplication and division skills.

1 multiply with the help of manipulative  
bers up to  $10 \times 10$  with 90% accuracy.

f manipulative materials, the student  
up to 90 by any number up to 10 when  
le digit number, with 80% accuracy.

. multiply by rote any two numbers up to  
cy:

divide by rote any number up to 90 by  
n the quotient is a single digit number

lication problems involving a two or  
digit number and requiring carrying, the  
multiply at least eight of the problems.

divide any 10 two or three digit number  
when the quotient is a whole number,

on problems with divisors to 10 and in-  
student will correctly divide eight of

Play a card game in the style of Go Fish. To  
make pairs, the student must match a card with  
a multiplication fact with its answer. To make  
a rummy game in which 3 or 4 cards can be  
matched, add the answer spelled out, or another  
multiplication fact that yields the same answer.  
For example:  $2 \times 6$ ,  $3 \times 4$ , 12, or  $3 \times 4$ , 12,  
twelve, etc.

Multiplication Squares, Arithmetic Circles,  
Arithmetic Squares, Arithmetic Codes, Arithmetic  
Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction  
Arithmetic Drill Sheets

Junior High Arithmetic (Facts). - 6 - Uses functional arithmetic in other curriculum and

JA6.1 Given word problems in other curriculum areas (e.g. figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.

Whenever possible, include in other curriculum areas. current studies in the mat

JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendant, waiting, or domestic services, the student will solve the problem correctly 75 % of the time. e.g. figuring cost, figuring lengths of fabric, wood, pipe or other materials for more than one project, figuring the number of acres needed for a given yield, etc.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: FACTS AND PROCESSES

(Facts) - 6 - Uses functional arithmetic in other curriculum and vocational areas.

Items in other curriculum areas  
number of days between two holidays,  
teams in four classes, the number  
pages of a book, etc.); the student  
process 80% of the time.

Whenever possible, include arithmetic problems  
in other curriculum areas. Also coordinate  
current studies in the math curriculum.

simulated situations involving word  
problems of the following vocational areas  
carpentry, farming, plumbing, maintenance,  
waiting, or domestic services, the  
student solve the problem correctly 75 % of the time.  
figuring lengths of fabric, wood,  
materials for more than one project, figuring  
needed for a given yield, etc.

MONEY

Junior High Arithmetic (Money) - 1 - Counts money and makes change

JA(M)1.1 Presented with a group of bills (ones, tens, fives, and twenties), the student will count out a specified amount of dollars (not to exceed \$50.00) with 90% accuracy.

Let students pick items from the grocery section of the store they would like to buy and have them count out the correct amount of money for the purchase.

JA(M)1.2 Given objects arbitrarily labeled with prices up to \$50.00, and given the necessary bills and coins, the student will buy at least 10 items with exact change for each item with 90% accuracy.

Use the grocery section of the store. Have students pick out 10 items and count out the change from \$50.00.

Use subtraction only as a means of checking answers. Students should not use subtraction for making change.

JA(M)1.3 Given one, five, and ten dollar bills, and given any dollar amount up to \$20.00, the student will make change from \$20.00 with 90% accuracy.

Beginning skills in making change from the Intermediate level --IA(M)1.3

JA(M)1.4 Given the necessary coins and bills and given any amount up to \$20.00, the student will count change from \$20.00 with 90% accuracy.

DLM--Shopping Lists Games, Coin and Bills, and Games



MONEY

c (Money) - 1 - Counts money and makes change

With a group of bills (ones, tens) the student will count out a specified amount to exceed \$50.00) with 90% accuracy.

Let students pick items from catalogs they would like to buy and have them count out the correct amount of money for those items.

Items arbitrarily labeled with prices. Given the necessary bills and coins, the student will make at least 10 items with exact change for 90% accuracy.

Use the grocery section of the newspaper. Have students pick out 10 items and tell the change from \$50.00.

Use subtraction only as a means to check answers. Students should not depend on subtraction for making change.

Given five, and ten dollar bills, and given \$20.00, the student will make change with 90% accuracy.

Beginning skills in making change are found in the Intermediate level --IA(M)4.3 and IA(M)4.4.

Given necessary coins and bills and given \$20.00, the student will count change for 90% accuracy.

DLM--Shopping Lists Games, Coin Puzzles, Money Games, Coin and Bills, and Coin Stamps.

Junior High Arithmetic (Money) - 2 - Is aware of services banks render

JA(M)2.1 Following discussion on services that the bank renders, the student will state three services of a bank.

List on the board services a responses from students

Make up paragraphs on people who need money for various reasons.

JA(M)2.2 The student will explain the primary difference between a bank and a savings and loan association. (e.g. bank offers checking, savings and loans whereas saving and loan offers only savings and loans)

Have students determine whether they want a checking or savings account

Discuss differences between a bank and a savings and loan institution. Visit a savings and loan institution.

JA(M)2.3 When asked why savings accounts are needed, the student will state one reason to the teacher's satisfaction.

Discuss what students would do with money for. Write their ideas on the board. Determine long and short range goals. What would require savings. Ultimate goals savings accounts are for. Have students think of emergencies for which savings accounts are needed.

JA(M)2.4 The student will explain 2 advantages and 2 disadvantages of checking accounts. (e.g. Advantage: cancelled checks provide receipts, cash is more likely to be stolen than checks, if a check book is lost or stolen payment can be stopped on all checks that might be written illegally. Disadvantages: Mistakes in arithmetic can cause trouble, not everyone accepts checks, when you're out of town it particularly is difficult to use checks, service charges.)

Have students do a series of checks themselves and check for errors. Discuss what might happen if these errors were made on a real account.

Loans--List on the board items that can be borrowed between \$250.00 and 4-5 thousand dollars. Have students tell where they would go to borrow money. Discuss their decisions in terms of the availability of credit.

JA(M)2.5 When asked where a person can go to borrow money, the student will state three places such as loan company, bank, savings and loan, credit union, friends and relatives.

Invite someone from a lending institution to discuss credit ratings and cost of credit. Have students fill out an application for a loan.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: MONEY

(Money) - 2 - Is aware of services banks render

Discussion on services that the bank will state three services

List on the board services a bank renders from responses from students

Make up paragraphs on people who want to deposit money for various reasons.

Will explain the primary difference between savings and loan association. Checking, savings and loans whereas (only savings and loan.)

Have students determine whether they would use a checking or savings account

Discuss differences between a bank and savings and loan institution. Visit each.

Why savings accounts are needed, the reason to the teacher's

Discuss what students would like to spend their money for. Write their ideas on the board. Determine long and short range goals and which would require savings. Ultimately getting to what savings accounts are for. Have students try to think of emergencies for which they would need savings accounts.

Will explain 2 advantages and 2 disadvantages of checking accounts. (e.g. Advantage: No receipts, cash is more likely to be lost if a check book is lost or stolen. Disadvantages: Mistakes in arithmetic on all checks that might be made. Mistakes in arithmetic everyone accepts checks, when particularly is difficult to use checks.)

Have students do a series of 5 checks. Teacher checks them and checks errors. Discuss what would happen if these errors were made in a real checking account.

Loans--List on the board items what would cost between \$250.00 and 4-5 thousand dollars. Have students tell where they would go for the money. Discuss their decisions in terms of cost and availability of credit.

Where a person can go to borrow money, such as loan company, credit union, friends and relatives.

Invite someone from a lending institution to discuss credit ratings and cost of credit with class. Let students fill out an application for a loan and

JA(M)2.6 The student will give one advantage and one disadvantage of borrowing from: (1) a loan company rather than a bank (2) a bank rather than friends (3) a credit union rather than a bank.

have the visitor choose one loan.

JA(M)2.7 The student will define the term "loan shark" and explain how they operate and how and why he should avoid them to the satisfaction of the teacher.

FR--Your Savings Account  
Mathematics in Living, Bk  
Institute of Life Insurance  
Future.

JA(M)2.8 In a role playing situation, the student will apply for a loan form a bank to the teacher's satisfaction.

90

89

at will give one advantage and one  
growing from: (1) a loan company rather  
bank rather than friends (3) a credit  
bank.

at will define the term "loan shark"  
y operate and how and why he should  
satisfaction of the teacher.

e playing situation, the student will  
m a bank to the teacher's satisfaction.

have the visitor choose one to interview for a  
loan.

FR--Your Savings Account Prueth Pub. Co.,  
Mathematics in Living, Bk 3, Banking  
Institute of Life Insurance, A Date With Your  
Future.

90

89

# Junior High Arithmetic (Money) - 3 - Can maintain checking and savings accounts

JA(M)3.1 The student will define terms involved in checking and savings as they are presented to the satisfaction of the teacher. (e.g. deposit, currency, coin, check, check stub, balance, signature, endorsement, interest, service charge, statement, withdrawal, etc. See JA1.1)

Discuss meanings of terms in discussion and reading. After being discussed, open the class drill on the meanings. Make cards with terms and definitions.

Make a banking packet for each student. Have them fill out all forms involved in opening an account. (See JA(M)2)

JA(M)3.2 The student will identify and complete checks, check stubs, deposit slips, and signature cards to the satisfaction of the teacher. (See JA1, JA2 and JA3)

Discuss what endorsement means and what happens if you lost an endorsement.

JA(M)3.3 Given all the necessary information, the student will maintain a checkbook of at least 5 checks and 2 deposits to the satisfaction of the teacher.

Discuss service charges. Have students write checks with only checks and service charges when students are confident they can write the statement.

JA(M)3.4 The student will define "endorsement" and explain when it is necessary and in a simulated situation endorse a check to the satisfaction of the teacher.

Provide reconciliation sheets for students to balance their statements. See JA(M)3 for other savings account activities.

JA(M)3.5 The student will explain the caution to be used concerning an endorsed check to the satisfaction of the teacher. (e.g., once endorsed anyone can cash it.)

FR--Getting Ready For Pay  
Pruett Pub. Co., Mathematics  
and Budgets and Bk 3, Bank

JA(M)3.6 The student will explain the use of "For Deposit Only" as part of an endorsement to the satisfaction of the teacher.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: MONEY

ic (Money) - 3 - Can maintain checking and savings accounts

It will define terms involved in banking as they are presented to the teacher. (e.g. deposit, currency, check, balance, signature, endorsement, cash, large, statement, withdrawal, etc.)

It will identify and complete checks, check slips, and signature cards to the teacher. (See JA1, JA2 and JA3)

It will provide the necessary information, the teacher in a checkbook of at least 5 checks to the satisfaction of the teacher.

It will define "endorsement" and explain its use in a simulated situation endorsed by the teacher.

It will explain the caution to be observed in endorsing a check to the satisfaction of the teacher. (e.g. once endorsed, anyone can cash it.)

It will explain the use of "For Deposit Only" endorsement to the satisfaction of the teacher.

Discuss meanings of terms as they arise in discussion and reading. After several have been discussed, open the class daily with oral drill on the meanings. Make matching drills with terms and definitions.

Make a banking packet for each student. Have him fill out all forms involved in a checking account. (See JA(M)2)

Discuss what endorsement means and what would happen if you lost an endorsed check.

Discuss service charges. Make out a statement with only checks and service charges. Later when students are confident, add an error to the statement.

Provide reconciliation sheets for students to balance their statements.  
See JA(M)3 for other savings account activities.

FR--Getting Ready For Pay Day, Part I and II  
Pruett Pub. Co., Mathematics in Living, Bk 2 Wages and Budgets and Bk 3, Banking.

JA(M)3.7 Given a simulated bank statement in which there is an error, and accompanying cancelled checks, the student will balance the statement to the satisfaction of the teacher.

---

JA(M)3.8 The student will complete all forms necessary for a savings account to the satisfaction of the teacher. (e.g. deposit slip, withdrawal, etc.)

---

JA(M)3.9 The student will explain the difference between a checking and a savings account to the satisfaction of the teacher. (See JC16.1)

---

JA(M)3.10 The student will define interest as it relates to a savings account to the satisfaction of the teacher.



ulated bank statement in which there  
companying cancelled checks, the student  
ement to the satisfaction of the

it will complete all forms necessary  
to the satisfaction of the teacher.  
(withdrawal, etc.)

will explain the difference between  
ings a count to the satisfaction of the  
)

nt will define interest as it relates  
to the satisfaction of the teacher.

93

Junior High Arithmetic (Money) - 4 - Can compute sales tax

JA(M)4.1 Following discussions on sales tax, the student will orally describe sales tax and tell how it affects one's purchase to the teacher's satisfaction. (e.g. sales tax is a fixed percent of the retail price of what ever is purchased. It is not included in retail price but added to that price and itemized separately on your bill or sales check, thus adding to the actual cost of an item.)

JA(M)4.2 Given a sales check the student will identify the sales tax with 100% accuracy.

JA(M)4.3 Given 10 problems involving the purchasing of an item and a sales tax chart, the student will compute a 4% sales tax for items ranging in price from 10 cents to \$20.00, with 90% accuracy.

JA(M)4.4 The student will name 10 items on which one pays the 4% Florida sales tax.

Discuss what sales tax is and its purpose is.

Make a sheet of several sales tax problems. Students circle the sales tax.

Set up a store situation using a student gets to be cashier until a mistake. The one who stumped the cashier.

Have students make a poster of which items are taxable and which are not.

Pruett Pub. Co., Mathematics  
Loans, and taxes.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: MONEY

c (Money) - 4 - Can compute sales tax

Discussions on sales tax, the student sales tax and tell how it affects teacher's satisfaction. (e.g. sales of the retail price of what ever not included in retail price but itemized separately on your bill adding to the actual cost of an

as check the student will identify % accuracy.

blems involving the purchasing of an hart, the student will compute a 4% nging in price from 10 cents to acy.

will name 10 items on which one les tax.

95

Discuss what sales tax is and what its purpose is.

Make a sheet of several sales slips. Have students circle the sales tax.

Set up a store situation using play money. A student gets to be cashier until he makes a mistake. The one who stumped him becomes the cashier.

Have students make a poster or bulletin board display of which items are taxable and which are not.

Pruett Pub. Co., Mathematics in Living, BK 4--Credit, Loans, and taxes.

96

## Junior High Arithmetic (Money) - 5 - Understands per cent

JA(M)5.1 The student will equate 100% to all of something 50% to half, 25% to fourth, 75% to three-fourths, without error.

JA(M)5.2 The student will convert % to a decimal and a decimal to % with 90% accuracy.

JA(M)5.3 Given 10 word problems involving simple per cent, the student will solve at least 7 without error. (e.g. 1) I have \$10.00 and I gave 50% of it away. How much did I give away? 2) You owe \$100.00. The bank wants you to give them 10%. How much is that?)

Discuss with the class that per cent means "how many out of 100".

Compare it to money. 50% means half of 100 which is like 50¢ out of a dollar. 25% is like a quarter of a dollar.

Also compare converting a % to a decimal. 50% is like 50¢ that is .50 written.

Give simple problems that involve per cent numbers until students get the idea.

Mention % in everyday classwork. For example, 50% out of 10. That's 5.

FR--Arithmetic That We Need,

97

Money) - 5 - Understands per cent

will equate 100% to all of something  
th, 75% to three-fourths, without

will convert % to a decimal and a  
accuracy.

problems involving simple per cent.  
at least 7 without error. (e.g. 1)  
50% of it away. How much did I  
100.00. The bank wants you to give  
that?)

Discuss with the class that per cent means  
"how many out of 100".

Compare it to money. 50% means 50 out of  
100 which is like 50¢ out of a dollar. 50¢  
is 1/2 dollar. 25% is like a quarter, etc.

Also compare converting a % to a decimal to  
money. 50% is like 50¢ that can also be  
written .50.

Give simple problems that involve even  
numbers, until students get the idea.

Mention % in everyday classwork. John got 5  
out of 10. That's 50%.

FR--Arithmetic That We Need, Chapter 5

98

Junior High Arithmetic (Money) - 6 - Budgets money in simulated situation on the basis of JC16, and JS20)

JA(M)6.1. The student will define budget as a plan for spending money to the teacher's satisfaction.

Discuss what a budget is and important. Discuss what can person or a family doesn't p spending.

JA(M)6.2 Given a simulated situation, the student will make and keep records of a personal or family budget to the teacher's satisfaction.

List the items that should a budget.

Have students find out from how much their utilities, ph food, etc, cost.

JA(M)6.3 Given a budget which is more than available funds by no more than 10%, the student will reduce items in the budget in order to make it balance, with 90% accuracy.

Make up budgeting problems. individual or family including weekly salary. Describe two situations available within utilities. One of them should to the salary described, the undesirable for any number of choices of food and describe cost per person at several of Follow a similar procedure items. Conduct these problems group at first. Then let them individually.

(Money) - 6 - Budgets money in simulated situation on the basis of weekly pay ( see also JC16, and JS20)

will define budget as a plan for teacher's satisfaction.

lated situation, the student will of a personal or family budget to tion:

get which is more than available funds the student will reduce items in the e it balance, with 90% accuracy.

Discuss what a budget is and why it is important. Discuss what can happen if a person or a family doesn't plan their spending.

List the items that should appear on a budget.

Have students find out from their parents how much their utilities, phones, rent, food, etc. cost.

Make up budgeting problems. Describe an individual or family including a specific weekly salary. Describe two or three housing situations available within the area including utilities. One of them should be appropriate to the salary described, the others should be undesirable for any number of reasons. Give choices of food and describe it in terms of cost per person at several different stores. Follow a similar procedure for other budget items. Conduct these problems with the entire group at first. Then let students work on them individually.

# TIME

## Junior High Arithmetic (Time) - 1 - Reads Roman numerals on clock and watch faces

JA(T)1.1 Given a set of Roman and Arabic numerals representing the numbers 1 - 12, the student will match the corresponding numbers without error.

JA(T)1.2 Given two clock faces, the student will place Roman numerals I - XII and Arabic numbers 1 - 12 in their proper places on each clock without error.

JA(T)1.3 Given a set of clocks with Roman and Arabic numerals and hands indicating a time for each, the student will state the time for each clock commensurate with his ability to tell time.

Give students arithmetic Roman numerals from 1 - 12 and Arabic. For example:

$$\begin{array}{rcl} IX & = & 9 \\ +III & = & 12 \\ XII & = & 12 \end{array}$$

Use matching exercises.

Have students illustrate clock faces showing both numerals.

Finney. Help Yourself To  
FR--Arithmetic That We Need  
FR--Learning About Time



TIME

tic (Time) - 1 - Reads Roman numerals on clock and watch faces

et of Roman and Arabic numerals  
bers 1 - 12, the student will match  
numbers without error.

clock faces, the student will place  
XII and Arabic numbers 1 - 12 in  
on each clock without error.

et of clocks with Roman and Arabic  
indicating a time for each, the  
the time for each clock commensurate  
tell time.

Give students arithmetic problems using  
Roman numerals from 1 - 12 instead of  
Arabic. For example:

$$\begin{array}{r} \text{IX} \\ + \text{III} \\ \hline \text{XII} \end{array} \quad \begin{array}{r} = 9 \\ = +3 \\ = 12 \end{array}$$

Use matching exercises.

Have students illustrate a given time on  
clock faces showing both Roman and Arabic  
numerals.

Finney: Help Yourself To a Job, Part I pp 55-57  
FR--Arithmetic That We Need --pp.15-20, 33  
FR--Learning About Time --pp.34-36

101

102

## Junior High Arithmetic (Time) - 2 - Identifies time written in A.M. and P.M.

JA(T)2.1 The student will state, when asked, that the first time the hands go around the clock from 12 midnight to twelve noon is called the A.M. and the second time around from 12 noon to 12 midnight is called P.M.

Orally give students a time 8 o'clock in the morning. 8:00 a.m.

When counting hours between make a check mark for each etc. Then students count cl

JA(I)2.2 Given two sets of time (2:00 p.m. and 9:00 a.m.), the student will state the time that is earlier in at least 9 out of 10 cases.

FR--Arithmetic That We Need  
FR--Learning About Time  
FR--Getting Along Series--No  
Pratt Pub. Co., Mathematics  
and Budgets.

JA(T)2.3 Given four terms: night, morning, afternoon and evening, and a time (e.g. 7:30 p.m.), the student will state at which time it occurs according to the four terms with no more than 1 error in 10 cases.

JA(T)2.4 Given two sets of times (e.g. 3:00 a.m. and 4:00 p.m.), the student will state how many hours are involved between the two times with no more than 1 error in 10 cases.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: TIME

c (Time) - 2 - Identifies time written in A.M. and P.M.

will state, when asked, that the  
go around the clock from 12 midnight  
led the A.M. and the second time  
to 12 midnight is called P.M.

ets of time (2:00 p.m. and 9:00 a.m.),  
te the time that is earlier in at  
es.

terms: night, morning, afternoon  
ne (e.g. 7:30 p.m.), the student  
me it occurs according to the four  
on 1 error in 10 cases.

ets of times (e.g. 3:00 a.m. and  
nt will state how many hours are  
two times with no more than 1

Orally give students a time to write such as  
8 o'clock in the morning. Students must write  
8:00 a.m.

When counting hours between times, have students  
make a check mark for each hour--3 to 4, 4 to 5,  
etc. Then students count check marks.

FR--Arithmetic That We Need pp. 35-40

FR--Learning About Time chapter 3 p. 8

FR--Getting Along Series--Money in the Pocket ch.I  
Pruett Pub. Co., Mathematics in Living, Book 2--Wages  
and Budgets.

Junior High Arithmetic (Time) - 3 - Reads time tables and schedules

JA(T)3.1 Given threetime tables (e.g. school subjects, a bus timetable, and one listing a series of basket ball games); the student will demonstrate his comprehension of each by answering teacher selected questions concerning the events with 90 % accuracy.

Post school and class schedule board. As they are posted, see if the students can follow.

Give each student a copy of specific questions to determine can read it.

Junior High Arithmetic (Time) - 4 - Adds and subtracts hours and minutes

JA(T)4.1 The student will correctly solve 9 out of 10 addition problems involving whole hours.

Give students word problems adding and subtracting hours. Problems concerning work schedules, etc., lend themselves to activity.

JA(T)4.2 The student will correctly solve 9 out of 10 subtraction problems involving whole hours.

JA(T)4.3 The student will convert minutes to hours and hours to minutes with 80% accuracy.

JA(T)4.4 The student will solve 8 out of 10 addition or subtraction problems involving hours and minutes.

c (Time) - 3 - Reads time tables and schedules

Read time tables (e.g. school subjects, one listing a series of basket ball) will demonstrate his comprehension teacher selected questions concerning accuracy.

Post school and class schedules on a bulletin board. As they are posted, discuss them and see if the students can follow them.

Give each student a copy of a schedule. Ask specific questions to determine if students can read it.

c (Time) - 4 - Adds and subtracts hours and minutes

will correctly solve 9 out of 10 involving whole hours.

Give students word problems that involve adding and subtracting hours and conversion. Problems concerning work schedules, bus schedules, etc., lend themselves to this activity.

will correctly solve 9 out of 10 involving whole hours.

will convert minutes to hours and 80% accuracy.

will solve 8 out of 10 addition or involving hours and minutes.

106

105

Junior High Arithmetic (Time) - 5 - Writes the days of the week and months of the year (Se

JA(T)5.1. The student will write the days of the week in sequence without error.

JA(T)5.2. The student will write the abbreviation of the days of the week in order without error.

JA(T)5.3. The student will write the months of the year in sequence with no more than 2 errors in spelling.

JA(T)5.4. The student will write the abbreviations of the months of the year in order with no more than 2 errors.

107

Use activities like crossword word hunts for spelling drill orally practice reciting the as well as spelling them. S spelling and the order of the months for students to unscr

Fast Thinking Exercises--How write in 20 seconds: May al or abbreviations of them.

Chalkboard Relays- Team that months (days) in order witho errors wins. Or have studen abbreviations.

FR--Learning About Time , pp

108

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: TIME

(Time) - 5 - Writes the days of the week and months of the year (See JW2)

will write the days of the week in

will write the abbreviation of the  
der without error.

will write the months of the year  
e than 2 errors in spelling.

will write the abbreviations of the  
order with no more than 2 errors.

107

Use activities like crossword puzzles, and word hunts for spelling drill. Let students orally practice reciting the days and months as well as spelling them. Scramble the spelling and the order of the days, and months for students to unscramble.

Fast Thinking Exercises--How many days can you write in 20 seconds. May also use the months or abbreviations of them.

Chalkboard Relays- Team that writes all the months (days) in order without spelling errors wins. Or have students write the abbreviations.

FR--Learning About Time, pp 37, 43

108



Junior High Arithmetic (Time) - 6 - Understands the relationship of time, work and wages.  
JA(T)4, JV10)

JA(T)6.1 Given the number of hours worked on a job and an hourly rate, the student will determine his earnings with no more than 1 error in 10 attempts.

JA(T)6.2 Given the weekly working schedule for a job and an hourly rate, the student will determine daily, weekly, and monthly wages with 90% accuracy.

JA(T)6.3 The student will state to the teacher's satisfaction that wages are usually paid by the hour and if his work day exceeds 8 hours he receives time and 1/2 for overtime.

JA(T)6.4 The student will compute overtime (time and a half) for given hourly rate with 80% accuracy.

Make up word problems involving relationships between time, work and wages. There are many excellent companies on the market to provide ideas for development of activities to meet this objective. (See below)

If students in the class are given their schedules and wages for

Pruett Publishing Co., Mathematics  
Wages and Budgets  
FR--Arithmetic That We Need  
FR--Getting Along Series, Money  
Educational Design Inc., The  
the Job--lesson 9



(Time) - 6 - Understands the relationship of time, work and wages. (See JA(T)2, JA(T)3, JA(T)4, JV10)

number of hours worked on a job and an amount will determine his earnings with in 10 attempts.

Make up word problems involving the relationships between time worked and wages. There are many excellent commercial materials on the market to provide ideas for the development of activities to meet this objective. (See below)

weekly working schedule for a job a student will determine daily wages with 90% accuracy.

If students in the class are working, use their schedules and wages for examples.

will state to the teacher's wages are usually paid by the hour exceeds 8 hours he receives time

Pruett Co., Mathematics in Living, Book 2, Wages

FR--Arithmetic That We Need

FR--Getting Along Series, Money in the Pocket

Educational Design Inc., The World of Work 1: "On the Job" Lesson 9

will compute overtime (time and pay rate with 80% accuracy.

110

109

## MEASUREMENT

Junior High Arithmetic (Measurement) - 1 - Identifies and draws the fractional parts of one-third, one-fifth and one-eighth on geometric shapes.

JA(Ms)1.1 Given manipulative halves, thirds, fourths, fifths, and eighths, of 4 different geometric shapes, the student will put together the appropriate fractional parts to make a whole and tell how many parts it takes to make the whole with 100% accuracy.

JA(Ms)1.2 Provided with drawn shapes divided into halves, thirds, fourths, eighths, and fifths, the student will indicate and/or label the fractional parts of the shapes with 90% accuracy.

JA(Ms)1.3 Given drawings of 5 geometric shapes, the student will draw lines to divide the drawings into halves, fourths, eighths, thirds, fifths, with 90% accuracy.

Discuss fractional parts with such as money (half, quarter), linear measure, dry and liquid.

Let students fold tag board along the folds to make fractions. Each fold is  $1/4$ . Develop concrete illustrations of fractional concepts.

Use objects of adult interest. For example, a Stop sign, a yield sign, etc.

MEASUREMENT

ic (Measurement) - 1 - Identifies and draws the fractional parts of one-half, one-fourth, one-third, one-fifth and one-eighth on geometric shapes

Manipulative halves, thirds, fourths, of 4 different geometric shapes, together the appropriate fractional and tell how many parts it takes with 100% accuracy.

with drawn shapes divided into halves, thirds, and fifths, the student will draw the fractional parts of the shapes

Drawings of 5 geometric shapes, the student is to divide the drawings into halves, thirds, fifths, with 90% accuracy.

Discuss fractional parts students are familiar with such as money (half dollars, quarters, etc.), linear measure, dry and liquid measure, etc.

Let students fold tag board into 4 strips and cut along the folds to make flash cards. Discuss that each is  $\frac{1}{4}$ . Develop craft projects that illustrate fractional concepts.

Use objects of adult interest to illustrate concepts. For example, a Stop sign can easily be divided into eighths, a yield sign into thirds, etc.

Junior High Arithmetic (Measurement) - 2 - Measures accurately using all ordinary measuring ruler, scale, thermometer

JA(Ms)2.1 Given 10 concrete objects such as lines, string, and sticks, the student will use a ruler in determining the length of each to within  $1/8$ " in at least 8 cases.

JA(Ms)2.2 Given 10 objects 30 centimeters or less in length and ruler marked in centimeters, the student will state length of at least 8 of the objects to the nearest centimeter.

JA(Ms)2.3 Given 10 objects of 5 or more pounds to weigh (one of which may be himself) and a scale weighing to the pound, the student will correctly weigh 9 of the 10 objects to the nearest pound.

JA(Ms)2.4 Given 10 objects weighing 5 pounds or less and a scale which weighs to the ounce, the student will give the exact weight in pounds and ounces for 3 of the objects.

JA(Ms)2.5 Given a thermometer marked to the degree, the student will give the temperature to the nearest degree 80% of the time. (See JE1 and JE2)

Make packets with measuring packet should emphasize whole then move to quarter and last Include practice in drawing measuring them. Make pictures measure the lines. (Follow centimeters.)

Devise arts and crafts projects must measure.

Provide bathroom scales and the ounce. Put several objects to weigh. Give them a record the weights. Let students discuss When all have completed, discuss compare findings. In case of the object and try to reach

Place a thermometer outside. One temperature daily and record IE1 and JE2)

Fearon, Measure Up  
FR, Learning About Measurement  
see pp. 54-55)

(Measurement) - 2 - Measures accurately using all ordinary measuring devices such as ruler, scale, thermometer

Concrete objects such as lines, string, will use a ruler in determining the in  $\frac{1}{8}$ " in at least 8 cases.

Objects 30 centimeters or less in and in centimeters, the student will at 8 of the objects to the nearest

Objects of 5 or more pounds to weigh (himself) and a scale weighing to will correctly weigh 9 of the 10 pound.

Objects weighing 5 pounds or less and to the ounce, the student will give pounds and ounces for 3 of the objects.

Thermometer marked to the degree, the temperature to the nearest degree JE1 and JE2)

Make packets with measuring tasks. The first packet should emphasize whole and half inches, then move to quarter and later eighth inch exercises. Include practice in drawing lines as well as measuring them. Make pictures and have students measure the lines. (Follow similar procedure for centimeters.)

Devise arts and crafts projects in which students must measure.

Provide bathroom scales and scales that weigh to the ounce. Put several objects out for students to weigh. Give them a record sheet to write down the weights. Let students do their's individually. When all have completed, discuss as a group and compare findings. In case of a discrepancy, weigh the object and try to reach an agreement.

Place a thermometer outside. Have students check the temperature daily and record on a chart. (See IE1 and JE2)

Fearon, Measure Up  
FR, Learning About Measurement (For a good pretest see pp. 54-55)

Junior high Arithmetic (Measurement) - 3 - Understands and uses all ordinary units of measure, foot, pint, quart, ounce, pound, plus the usual abbreviations of these units of measure.

JA(Ms)3.1 Given tasks to perform involving dry, liquid and linear measure, the student will complete the tasks using the appropriate instrument 90% of the time.

JA(Ms)3.2 The student will read the words associated with measure such as ounce, pound, quart, pint, gallon, inch, foot, yard, meter, mile, peck, bushel, with 90% accuracy.

JA(Ms)3.3 When shown the following abbreviations, the student will orally give the terms with 90% accuracy: in., ft., qt., lb.

JA(Ms)3.4 The student will spell the abbreviations of the measurement terms with 90% accuracy.

Develop "experiments" in which students use measuring tools. Observe students as they use appropriate instruments.

Observe students while working in the shop, in arts and crafts.

Describe several tasks and activities in which measuring tools would be needed.

Make a bulletin board of measurement terms and add to it as each new area is covered.

Teach measurement terms and sight vocabulary with flash cards, puzzles, word hunts, etc.

FR--Learning About Measurement

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: MEASUREMENT

(Measurement) - 3 - Understands and uses all ordinary units of measure, such as inch, foot, pint, quart, ounce, pound, plus the usual abbreviations of these units of measure

to perform involving dry, liquid  
the student will complete the tasks.  
instrument 90% of the time.

will read the words associated  
ounce, pound, quart, pint, gallon,  
er, mile, peck, bushel, with 90%

the following abbreviations, the  
ive the terms with 90% accuracy:

will spell the abbreviations of  
with 90% accuracy.

Develop "experiments" in which students use  
measuring tools. Observe students to see if  
they use appropriate instruments.

Observe students while working in the kitchen,  
the shop, in arts and crafts projects, etc.

Describe several tasks and ask students what  
measuring tools would be needed.

Make a bulletin board of measuring devices and  
add to it as each new area is studied.

Teach measurement terms and abbreviations as  
sight vocabulary with flash cards, crossword  
puzzles, word hunts, etc.

ER--Learning About Measurement



Junior High Arithmetic (Measurement) - 4 - Converts measure from small to large and vice versa

JA(MS)4.1 Given appropriate measuring instruments and devices, the student will convert liquid measurements from little to big by actual demonstration with 100% accuracy. (example: pouring 16 tablespoons into one cup, 4 cups into one quart, two pints into one quart, four quarts into one gallon.)

Develop "lab experiments" for practice measurement skills. record their results. Discuss and clear up any discrepancies in reports.

Make a wall chart showing conversions. Let students fill in the information and discover the answers through

JA(MS)4.2 Given appropriate measuring instruments, the student will convert liquid measurements from big to little by actual demonstrations with 100% accuracy. (example: one quart into two pints, four cups, one gallon into 4 quarts, etc.)

FR--Arithmetic That We Need

JA(MS)4.3 Given inch, foot, and yard measures, the student will convert little to big and big to little with 100% accuracy (e.g. feet to inches or yards, inches to feet, etc.)

JA(MS)4.4 Following actual demonstration of measurements, the student will state that when converting from big to little we need more units of measure (multiplication or adding) and when converting from little to big we need less units of measure (division or subtraction).

JA(MS)4.5 The student will solve a variety of measure conversion problems involving all ordinary units of measure with 90% accuracy. (See JA(MS)4.3)



(Measurement) - 4 - Converts measure from small to large and vice versa

appropriate measuring instruments and will convert liquid measurements from small to large with 100% accuracy. (example: one tablespoon into one cup, 4 cups into one quart, four quarts into one

appropriate measuring instruments, the student will convert liquid measurements from big to little with 100% accuracy. (example: one quart into four cups, one gallon into 4 quarts

foot, and yard measures, the student will convert big and big to little with 100% accuracy. (example: 12 inches or yards, inches to feet, etc.)

actual demonstration of measurements, the student will demonstrate that when converting from big to little or from little to big we need multiplication or division (division or subtraction).

the student will solve a variety of measure problems involving all ordinary units of measure (see JA(T)4.3)

Develop "lab experiments" for students to practice measurement skills. Have students record their results. Discuss as a group and clear up any discrepancies among the reports.

Make a wall chart showing conversion tables. Let students fill in the information as they discover the answers through experimentation.

FR--Arithmetic That We Need

118

Junior High Arithmetic (Measurement) - 5 - Can estimate size

JA(Ms)5.1 Following instruction in precise measuring and estimating, the student will name at least one situation in which estimating size would be more convenient or practical than precise measuring.

Discuss what it means to estimate. People sometimes do this instead of measuring exactly.

Make a bulletin board showing the size of thumb, arm, and feet to estimate.

JA(Ms)5.2 The student will demonstrate the use of linear measurement estimates to the teacher's satisfaction, example: thumb from joint to end equals roughly one inch, arm length equals roughly one yard, one foot placed directly in front of the other, heel to toe, equals roughly one foot (used for "stepping off" distance).

Give students specific objects to measure their thumbs, arms, and feet and discuss and compare results.

Discuss distances between places the students are familiar with. Make a map of the students' simple word problem. For example, Starke, his car registered 2000 miles. First stop his mileage was 1000 miles. How far did he go? city do you think he went to?

JA(Ms)5.3 Given 10 objects of varying lengths, the student will use thumb, arm, and/or foot to estimate with 75% accuracy.

FR--Learning About Measurement

JA(Ms)5.4 Following discussion of distance in the community, the student will estimate, with 70% accuracy, the number of blocks, miles, or fraction of miles he lives from school or from home to church, store, etc.

JA(Ms)5.5 The student will name at least one place that is about a mile from school, a community about five miles away, and a city about 25 miles away.

BASIC SKILLS  
JUNIOR HIGH  
ARITHMETIC: MEASUREMENT

(Measurement) - 5 - Can estimate size

struction in precise measuring and will name at least one situation e would be more convenient or measuring.

will demonstrate the use of linear o the teacher's satisfaction, nt to end equals roughly one inch, ly one yard, one foot placed e other, heel to toe, equals or "stepping off" distance).

ects of varying lengths, the student y/or foot to estimate with 75%

ussion of distance in the community e, with 70% accuracy, the number ction of miles he lives from school store, etc.

ill name at least one place that ool, a community about five miles 5 miles away.

Discuss what it means to estimate and why people sometimes do this instead of measuring exactly.

Make a bulletin board showing the use of the thumb, arm, and feet to estimate length.

Give students specific objects to measure with their thumbs, arms, and feet. Let students discuss and compare results.

Discuss distances between points most students are familiar with. Make a mileage chart. Give the students simple word problems in which they compute mileage. For example: When John left Starke, his car registered 270 miles. At his first stop his mileage was 277 miles. What city do you think he went to?

FR--Learning About Measurement

B  
J  
E

3

-

TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness and understanding as the

Junior High Environmental Awareness - 1 - Understands more about weather conditions and

JE1.1 The student will state and/or demonstrate how clouds, water vapor, wind, the sun, air produce rain to the satisfaction of the teacher.

Depending on the interest, basically what causes rain to understand what causes what causes winter rains. Make charts or bulletin bo

JE1.2 The student will state that fog and dew result from changes in water and air temperature to the satisfaction of the teacher.

If there is an impending from a distance, ask student like when it arrives. If discuss the kind of weather precautions that must be

JE1.3 Upon observing or becoming aware of an on-coming storm, the student will state what weather conditions will result.

-----  
Grosset and Dunlap, How a  
The S

121

1

TERMINAL OBJECTIVE

1 exhibit skills in environmental awareness and understanding as they relate to his independent 1

mental Awareness - 1 - Understands more about weather conditions and their causes and effects.

1 state and/or demonstrate how  
wind, the sun, air produce rain  
the teacher.

1 state that fog and dew result from  
air temperature to the satisfaction of

or becoming aware of an on-coming storm  
what weather conditions will result.

Depending on the interest and level of students, discuss  
basically what causes rain. Some students may be able  
to understand what causes most summer rain storms and  
what causes winter rains - convective vs. frontal.  
Make charts or bulletin boards showing the difference.

If there is an impending thunderstorm that is observable  
from a distance, ask students what the weather will be  
like when it arrives. If there is a hurricane approach  
discuss the kind of weather that can be expected and  
precautions that must be taken. (See JE2).

Grosset and Dunlap, How and Why Wonder Books,  
The Science Library

121

122

Junior High Environmental Awareness - 2 - Knows how to make plans contingent upon weather (S)

JE2.1 The student will name at least two sources of weather reports, e.g. newspapers, radio, T.V.

Have students listen to the newspaper and report on the a record of daily temperature  
Intermediate Level - IEI 10

JE2.2 After listening to or reading a weather report, the student will describe the predicted weather in terms of temperature and precipitation to the teacher's satisfaction.

Make a chart of pictures of activities for various weather

JE2.3 The student will name at least one suitable or one unsuitable activity for five weather conditions e.g. sunny and hot; warm and windy; cold and clear; sunny and cool; etc.

JE2.4 Given hypothetical planned activities, the student will listen to the weather forecast and state to the teacher's satisfaction whether or not a planned activity is appropriate for the predicted weather, 90% of the time.

JE2.5 The student will name at least two precautions to take for each of the following weather predictions: hurricane, tornado, severe thunderstorm.

BASIC SKILLS  
JUNIOR-HIGH  
ENVIRONMENTAL AWARENESS

1 Awareness - 2 - Knows how to make plans contingent upon weather (See JR8 and JA(Ms)1.5)

name at least two sources of  
newspapers, radio, T.V.

Have students listen to the radio, T.V., or read the newspaper and report on the weather to the class. Keep a record of daily temperature throughout the year (See Intermediate Level - IEI for further ideas)

to or reading a weather report,  
the predicted weather in terms  
precipitation to the teacher's

Make a chart of pictures of suitable and unsuitable activities for various weather conditions.

name at least one suitable or one  
five weather conditions e.g. sunny  
cold and clear; sunny and cool;

1 planned activities, the student  
er forecast and state to the  
whether or not a planned activity  
predicted weather, 90% of the time.

name at least two precautions to  
following weather predictions:  
re thunderstorm.

124

123



Junior High Environmental Awareness - 3 - Makes judgments concerning behavior around dangerous

JE3.1 Given situations involving approaching harmless and harmful animals, the student will state which animals should be avoided with 90% accuracy.

JE3.2 The student will state at least two things to do in case of encountering a dangerous animal. e.g. try to remain calm to avoid frightening the animal, walk slowly away, contact nearest authority, etc.

JE3.3 The student will state to the teacher's satisfaction at least one consequence of teasing an animal.

JE3.4 The student will state to the teacher's satisfaction at least two precautionary measures for avoiding contracting poison ivy, oak, or sumac, e.g. wear protective clothing, recognize and avoid plants, wash immediately after exposure.

JE3.5 When asked why one should not eat unknown plants or "wild mushrooms", the student will state to the teacher's satisfaction that they may get sick from eating these.

Discuss why animal bites are dangerous and how they hurt. List animals that bite, e.g. snakes, spiders, and insects. Show pictures of these. Have students describe the habits of various dangerous animals. Give a case of an animal bite. Take pictures of poisonous plants. Discuss which are poisonous to eat. Keep an eye on plants during picnics and other field trips. If samples can be found, make a collection of plants.

USDA, Farmers Bulletin #1972, Poison Sumac  
Maxwell, Lewis S., Florida's Poisonous and Insect  
Trend House, Plants Poisonous



1 Awareness - 3 - Makes judgments concerning behavior around dangerous plants and animals

involving approaching harmless and  
ident will state which animals  
100% accuracy.

state at least two things to do in  
dangerous animal. e.g. try to remain  
from the animal, walk slowly away,  
etc.

state to the teacher's satisfaction  
of teasing an animal.

state to the teacher's satisfaction  
of measures for avoiding contracting  
disease, e.g. wear protective clothing,  
etc., wash immediately after exposure.

ident should not eat unknown plants or  
ident will state to the teacher's  
satisfaction if they get sick from eating these.

Discuss why animal bites are dangerous besides the fact that they hurt. List animals that are poisonous-kinds of snakes, spiders, and insects. Try to find clear color pictures of these. Have students make "reports" on the habits of various dangerous animals. Discuss what to do in case of an animal bite. Take pictures of poisonous plants. Discuss which are poisonous to the skin or poisonous to eat. Keep an eye out for these plants on picnics and other field trips to point out to the students. If samples can be found, make a terrarium of poisonous plants.

USDA, Farmers Bulletin #1972, Poison Ivy, Poison Oak, and Poison Sumac

Maxwell, Lewis S., Florida's Poisonous Plants, Snakes, and Insects.

Trend House, Plants Poisonous to People (Book & Charts)

Junior High Environmental Awareness - 4 - Understands earth science necessary for agriculture

JE4.1 When asked to name three parts of the earth, the student will state land, air, and water.

JE4.2 The student will state at least one effect of land, one of water, and one of air (or wind) on agriculture, e.g. some things grow better in sandy soil, plants need different amounts of water, air temperature affects plant growth, wind aids pollination, etc.

JE4.3 The student will explain to the teacher's satisfaction what is meant by the length of the day and how it affects agriculture e.g. It means how many hours of daylight influences plant growth.

JE4.4 The student will state to the teacher's satisfaction, two effects of location on agriculture. e.g. Type of plants grown, length of growing season.

JE4.5 The student will give an example, to the teacher's satisfaction, of the relationship between types of plants grown in an area and kinds of animals raised. e.g. Cattle is more easily raised where grass is plentiful than in a desert.

Discuss different kinds of soil samples. The teacher might find that students don't have access to soil and what factors contribute to soil. Plant the same kind of plants brought in. Provide the same conditions for the growth of the plants. In the field (agriculture extension) to discuss soil, water, and air. Ask him to bring several examples from nursery and discuss the varieties of plants. List the kinds of plants why they in particular are suited to grow in the area and discuss. Stress the importance of agriculture. Without agriculture there would be no shelter-discuss why this is so.

Grossett & Dunlap, How and Why  
Library

BASIC SKILLS  
JUNIOR HIGH  
ENVIRONMENTAL AWARENESS

1 Awareness - 4 - Understands earth science necessary for agricultural jobs in the community

the three parts of the earth, the air; and water.

state at least one effect of land, air (on wind) on agriculture, water in sandy soil, plants need air, air temperature affects plant growth, etc.

explain to the teacher's satisfaction by the length of the day in agriculture e.g. It means how many hours of plant growth.

state to the teacher's satisfaction, in agriculture. e.g. Type of plants in a season.

give an example, to the teacher's satisfaction, of the relationship between types of plants and types of animals raised. e.g. Cattle in a field where grass is plentiful than in a field where grass is scarce.

Discuss different kinds of soil. Have students bring in samples. The teacher might try to bring in some types that students don't have access to. Discuss what makes soil and what factors contribute to the fertility of the soil. Plant the same kind of seed in each type of soil brought in. Provide the same growing conditions. Compare the growth of the plants. Invite someone in an agriculture field (agriculture extension agent, nursery worker, etc.) to discuss soil, water, and light needs of various plants. Ask him to bring several examples. Plan a visit to a nursery and discuss the variety of needs of the different plants. List the kinds of plants grown in the area and why they in particular are suitable. List some plants not grown in the area and discuss why they would not be suitable. Stress the importance of agriculture and agricultural jobs. Without agriculture there would be no food, clothing, or shelter-discuss why this is so.

Grossett & Dunlap, How and Why Wonder Books, The Science Library

128

JE4.6 The student will describe to the teacher's satisfaction how cultivation helps man meet the following needs: food, shelter, clothing, recreation.

179

describe to the teacher's satisfaction  
helps man meet the following needs:  
recreation.

159

130

Junior High Environmental Awareness - 5 - Accepts responsibility in conserving natural resources

JE5.1 The student will illustrate or describe 4 natural resources, to the teacher's satisfaction.

JE5.2 The student will state at least two ways he can presently conserve water.

JE5.3 The student will state at least two ways he can presently help conserve trees. e.g. forest fire prevention, reusing paper, collecting paper.

JE5.4 The student will state at least one other natural resource he can presently help conserve and how he can conserve it.

JE5.5 The student will state at least three realistic ways he, as an adult, can help his community establish and/or maintain conservation projects.

Discuss that natural resources by nature that man uses to live. Students can think of and then list as: animals, water, soil, sun, minerals, and air. List common day and ask students what natural resources they use in their manufacture. Invite students to list uses of trees and products made from them. Discuss conservation of forests such as paper, etc.

MacDonald's Ecology Action Pack

BASIC SKILLS  
JUNIOR HIGH  
ENVIRONMENTAL AWARENESS

Awareness - 5 - Accepts responsibility in conserving natural resources

Illustrate or describe 4 natural resources that give you satisfaction.

State at least two ways he can conserve natural resources.

State at least two ways he can help conserve trees. e.g. forest fire prevention, collecting paper.

State at least one other natural resource and how he can help conserve it.

State at least three realistic ways he can help his community establish conservation projects.

131

Discuss that natural resources are materials provided by nature that man uses to live. List as many as the students can think of and then put them in categories such as: animals, water, soil, sunlight, forest (plants), minerals, and air. List common things that are used everyday and ask students what natural resources were used in their manufacture. Invite someone in forestry to discuss uses of trees and products made from trees. Discuss conservation of forests such as planting forests, recycling paper, etc

MacDonald's Ecology Action Pack

132



Junior High Environmental Awareness - 6 - Understands the causes and effects of pollution and responsibility in preventing pollution

JE6.1 The student will state to the teacher's satisfaction 3 causes of air pollution and 3 cases of water pollution

JE6.2 The student will state to the teacher's satisfaction at least one effect of air pollution on: human health, agriculture, and animal life.

JE6.3 The student will state to the teacher's satisfaction at least one effect of water pollution on: human health, agriculture, and animal life.

JE6.4 The student will state to the teacher's satisfaction at least 3 things he can presently and personally do to prevent pollution.

JE6.5 The student will state to the teacher's satisfaction at least 5 things he can do as an adult either individually or or as part of the community, to prevent pollution.

Have students bring in sample water, lake water, ditch water, each sample. Let them sit undisturbed. Discuss the difference in respiration. Discuss where the water cycle and explain its importance. To show natural purification, in the bottom. Plug the hole with sand and charcoal. Pour muddy water into the pot in a glass jar to collect. That nature used to be able to purify but there's too much pollution now. Make murals on air pollution. Discuss the importance of a poster contest. Discuss the importance of preventing pollution from air pollution.

MacDonalds Ecology Action Pack



1 Awareness - 6 - Understands the causes and effects of pollution and accepts individual responsibility in preventing pollution

state to the teacher's satisfaction  
in and 3 cases of water pollution

state to the teacher's satisfaction  
in pollution on: human health,  
life.

state to the teacher's satisfaction  
water pollution on: human health,  
life.

state to the teacher's satisfaction  
presently and personally do to

state to the teacher's satisfaction  
do as an adult either individually or  
ty, to prevent pollution.

Have students bring in samples of water-rain water, spring water, lake water, ditch water, drinking water. Label each sample. Let them sit undisturbed for several days. Discuss the difference in residue. Make a chart of the water cycle. Discuss where each sample appeared in the water cycle and explain its level of natural purification. To show natural purification, get a clay pot with a hole in the bottom. Plug the hole with cotton. Add layers of sand and charcoal. Pour muddy water in the pot and set the pot in a glass jar to collect filtered water. Discuss that nature used to be able to filter water in this way but there's too much pollution now for this to happen naturally. Make murals on air and water pollution. Have a poster contest. Discuss lung and eye diseases caused from air pollution.

MacDonalds Ecology Action Pack

CONSUMERISM

Junior High Consumerism - 1 - Can correctly use all coin-operated equipment .

JCI.1 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will state how much the daily paper costs and how much the Sunday paper costs with 100% accuracy.

Take slides of several vendors including newspaper vendors, and candy machines. Discuss and teach them as sight word the things that can go wrong done in each case.

JCI.2 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will point to the appropriate slot to indicate where he would put certain coins for a daily or Sunday paper 90% of the time. (e.g. two nickles for a daily, one dime for a daily, one quarter for Sunday.)

For evaluation show a series for specific information. "How much does orange juice cost? could you use to buy it?"

JCI.3 Given detailed pictures or actual examples of coin operated equipment containing the following words or phrases, the student will read these words and explain their meaning with 90% accuracy: out of order, use correct change, make another selection, change, turn, pull, push.

JCI.4 Given a picture or actual example of a coin operated vendor containing articles of different prices, the student will tell how much given objects cost with 90% accuracy.

CONSUMERISM

sm - 1 - Can correctly use all coin-operated equipment

ed picture or actual example of a coin-  
nder, the student will state how much  
and how much the Sunday paper costs

Take slides of several vending machines  
including newspaper vendors, sandwich, drink,  
and candy machines. Discuss terms on the machines  
and teach them as sight words. Discuss some of  
the things that can go wrong and what should be  
done in each case.

led picture or actual example of a  
er vendor, the student will point to  
to indicate where he would put  
aily or Sunday paper 90% of the time.  
a daily, one dime for a daily, one

For evaluation show a series of slides and ask  
for specific information. For example: "How  
much does orange juice cost?" "What coins  
could you use to buy it?"

pictures or actual examples of coin,  
ntaining the following words or  
will read these words and explain  
accuracy: out of order, use correct  
selection, change, turn, pull, push.

re or actual example of a coin  
ining articles of different prices,  
how much given objects cost with

136

135

Junior High Consumerism - 2 - Can compare values and prices when shopping by comparing unit

JC2.1 After computing the unit price of several items with the help of the teacher, the student will state to the teacher's satisfaction the meaning of the "unit price".

Ask the manager of a grocery store for dated unit cost labels (these are displayed on the shelf of merchandise). Show them to the class and discuss what they mean. Try to find from several similar items (toothpaste, coffee, etc.) the lowest unit cost.

JC2.2 Given 10 sets of unit price labels, each set containing two or three labels for the same generic item, the student will give the name of the items, the quantity for each item, the market prices for each, the unit prices, and state which of the set is less expensive, with 90% accuracy. e.g. Brand A coffee; 12 oz., \$1.80, 15¢/oz.; Brand B Coffee; 10 oz., \$1.70, 17¢/oz.; Brand A is less expensive.

Grolier, Modern Consumer Education and Shelter

Junior High Consumerism - 3 - Recognizes real versus apparent bargains

JC3.1 Given 5 sets of items, half of the sets consisting of two similar items of approximately equal value but different prices, and the rest consisting of two similar items of different quality and prices, the student will state which sets represent real bargains and which sets represent apparent bargains with 80% accuracy.

Use examples such as cellophane tape, mending tape, mark them the same price to represent a real bargain, a hair brush and a high quality hair brush are priced accordingly. The hair brush is an apparent bargain. (purse, wallet, shoes, etc.)

Bring in sale papers and discuss real versus apparent bargains. (See JC2)

2 - Can compare values and prices when shopping by comparing unit prices

the unit price of several items. Each, the student will state to the meaning of the "unit price".

unit price labels, each set containing labels for the same generic item, the name of the items, the quantity for prices for each, the unit prices, and is less expensive, with 90% accuracy. 2 oz., \$1.80, 15¢/oz.; Brand B. Coffee; Brand A is less expensive.

Ask the manager of a grocery store for outdated unit cost labels (the plastic ones that are displayed on the shelf containing merchandise). Show them to the class and discuss what they mean. Try to get the labels from several similar items of different brands - toothpaste, coffee, etc. Compare the unit cost.

Grolier, Modern Consumer Education - Food, Clothing and Shelter

3 - Recognizes real versus apparent bargains

items, half of the sets consisting of approximately equal value but the rest consisting of two similar quality and prices, the student will state real bargains and which sets represent 90% accuracy.

Use examples such as cellophane tape and magic mending tape - mark them the same price as cellophane tape to represent a real bargain. Use a cheap hair brush and a high quality hair brush that are priced accordingly. The cheap brush would be an apparent bargain. Leather vs plastic products (purse, wallet, shoes, etc.)

Bring in sale papers and discuss items in terms of bargains. (See JC2)

107

108



Junior High Consumerism - 4 - Knows advantages and disadvantages of quantity buying

JC4.1 Given the quantities, total prices, and unit prices of several items which are less expensive when purchased in quantity, and asked one advantage of quantity buying, the student will state to the teacher's satisfaction that quantity buying is sometimes less expensive.

Show pictures of items like cereal, etc., that come in a within the same brand. Compare and determine which is the m

Bring in a sales paper and d can be bought in quantities (See JC2)

JC4.2 Given several examples of cases in which quantity buying is not less expensive and asked how to determine whether or not quantity buying is less expensive, the student will state to the teacher's satisfaction that the unit prices should be compared.

Discuss items that usually a quantities unless you intend them such as fresh vegetable lettuce and most citrus fruit or canned.

JC4.3 Given 10 examples of ntity buying, half of which indicate real economy and half of which do not, due to higher or equal unit price, lack of storage space, or inability to consume before deterioration, the student will indicate which cases actually represent economical quantity buying.

JC4.4 The student will state two advantages of quantity buying (e.g. usually more economical, need to buy less frequently), and two disadvantages (may waste some, need more money at time of purchase).

BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

m - 4 - Knows advantages and disadvantages of quantity buying

ities; total prices, and unit prices are less expensive when purchased and one advantage of quantity buying, to the teacher's satisfaction that sometimes less expensive.

examples of cases in which quantity buying is less expensive, the teacher's satisfaction that the compared.

es of quantity buying, half of which and half of which do not, due to price, lack of storage space, or before deterioration, the student cases actually represent economical

l state two advantages of quantity more economical, need to buy less disadvantages (may waste some, need purchase).

139

Show pictures of items like dry milk, shampoo, cereal, etc., that come in a variety of sizes within the same brand. Compute the unit price and determine which is the most economical.

Bring in a sales paper and discuss which items can be bought in quantities while on sale. (See JC2)

Discuss items that usually are not bought in quantities unless you intend to freeze or can them such as fresh vegetables. Discuss that lettuce and most citrus fruits are not frozen or canned.

140

Junior High Consumerism - 5 - Can determine worth of items he might buy, sell, or trade

JC5.1 Given pictures or actual examples of 10 items he is likely to have and 10 reasonable prices, the student will match the prices to the objects, assuming the objects are new, with no more than one reversal of prices.

Take students on a shopping trip with a prepared list of items to buy. Notice brands and price differences at different stores to price differences.  
(See Intermediate Consumerism)

JC5.2 Given at least 10 pairs of objects he is likely to have, half of the pairs having approximately equal value, the student will select those pairs having approximately equal value with 90% accuracy.

Provide catalogs and have students select as many things as they can for price ranges--\$5.00--\$10.00.

After students have become familiar with prices, begin to play "The Price is Right" game.  
(See Appendix B for directions)

JC5.3 Given pictures or actual examples of at least 10 items he is likely to have, the student will give a price for each article which is within 25% of what the teacher believes a reasonable price, 90% of the time.

Junior High Consumerism - 6 - Recognizes there is a depreciation of goods

JC6.1 The student will state two reasons to the teacher's satisfaction why an article is not of full value after being used. (e.g. damaged, older, expired warranty, etc.)

Discuss the meaning of depreciation.

List items on the board and discuss in terms of depreciation: homes, boats, appliances, etc.

Discuss places one might find a depreciated price.



Consumerism - 5 - Can determine worth of items he might buy, sell, or trade.

Give or actual examples of 10 items he  
and 10 reasonable prices, the  
the prices to the objects, assuming  
W, with no more than one reversal of

at least 10 pairs of objects he is likely to  
pairs having approximately equal value,  
select those pairs having approximately  
90% accuracy.

Give or actual examples of at least 10  
to have, the student will give a price  
which is within 25% of what the teacher  
able price, 90% of the time.

Take students on a shopping trip. Give them a  
prepared list of items to price. Have them  
notice brands and price differences. Visit  
different stores to price the same items.  
(See Intermediate Consumerism 1)

Provide catalogs and have students look for  
as many things as they can find in particular  
price ranges--\$5.00- \$10.00, over \$100.00, etc.

After students have become somewhat aware of  
prices, begin to play "The Price is Right"  
(See Appendix B for directions.)

Consumerism - 6 - Recognizes there is a depreciation of goods

will state two reasons to the teacher's  
an article is not of full value after  
damaged, older, expired warranty, etc)

141

Discuss the meaning of depreciation.

List items on the board that are commonly dis-  
cussed in terms of depreciation-cars, mobile-  
homes, boats, appliances, furniture, etc.

Discuss places one might go to purchase something  
at a depreciated price.

142



BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

m - 7 - Understands the worth of a "trade in" article in a purchase

an item to be purchased and the  
m, the student will compute the  
a trade-in with 90% accuracy.

Discuss what types of articles are usually con-  
sidered for trade-in. Make up word problems con-  
cerning trade-in. (See JA6)

Discuss that an individual might be better off to  
sell his "trade-in" article himself rather than  
trade it in.

m - 8 - Knows how to read advertisements for goods and services perceptively (bait and  
switch, referral selling, free gimicks, fear selling)

isement containing a free gimick, the  
he free item, and the regular or sale  
article as advertised elsewhere, the  
which is a more economical purchase.  
regular price plus free gimick; or  
e vs. regular price plus free gimick

Make up 2 sale papers. Show on one sale paper  
several items being sold at reduced prices. On  
the other, show items being sold at regular prices  
with a "free gift" attached. Have students  
determine the value of "free gifts" and then  
decide which is the best bargain.

l state two disadvantages of buying an  
e item. e.g. may be less expensive to  
he free gimick, the free item may be  
ree item may not be needed; etc.

Discuss how a person might buy something he  
doesn't really need just to get the "free gift".  
Actually price an item offering a "free gift"  
and compare it to the regular price without the  
free gift.

Role play a "bait and switch" situation. Let  
students write scripts and act out commercials  
that are misleading. Have students tell if the  
ad uses a scare tactic, ("do you have iron poor  
blood?"), sex appeal, etc.

JC8.4 Given advertisements which include misleading implications, the student will identify the implications and state how they are misleading 90% of the time.  
e.g. You will have more dates using Whitto Toothpaste,

Junior High Consumerism - 9 Knows how to refuse to buy unwanted merchandise from salesmen

JC9.1 in a simulated situation, the student will refuse unwanted merchandise from a salesman stating two reasons for refusal to the teacher's satisfaction.

Role play several situations door to door salesmen, department personnel, telephone sales people

Junior High Consumerism - 10 - Recognizes intent of unordered merchandise (record clubs, mail order)

JC10.1 The student will state one reason for not sending for free mail-delivered merchandise (example: may have to buy further merchandise after accepting the first free one).

Bring in magazines that contain free merchandise. Read the intent of the ad.

JC10.2 The student will state, when asked, that unordered merchandise received in the mail does not have to be paid for.

ments which include misleading  
ent will identify the implications  
misleading 90% of the time.  
re dates using White Toothpaste.

m - 9 - Knows how to refuse to buy unwanted merchandise from salesman

situation, the student will refuse  
from a salesman stating two reasons  
cher's satisfaction.

Role play several situations involving  
door to door salesman, department store  
personel, telephone sales pitches, etc.

m - 10 - Recognizes intent of unordered merchandise (record clubs, magazine subscriptions)

ll state one reason for not sending  
d merchandise (example: may have to  
e after accepting the first free one).

Bring in magazines that contain ads for  
free merchandise. Read the ads and discuss  
the intent of the ad.

ll state, when asked, that unordered  
the mail does not have to be paid

145

146

Junior High Consumerism - 11 - Is aware of "hidden" charges made by companies (installation

JC11.1 In a simulated situation, the student will ask about installation fees or other charges in addition to purchasing price.

Make lists on the board of items usually associated with - write item.  
(Rent - damage deposits, appliances)

JC11.2 The student will state two examples of a hidden charge. e.g. washer-installations; electrical hook-up; car-tags and inspection sticker.

Junior High Consumerism - 12 - Understands that contracts are involved with renting and buying

JC12.1 When asked to explain what a contract is and assuming he knows the term "legal", the student will state to the teacher's satisfaction that a contract explains what each person must do to fulfill an agreement and that he is legally bound to do this.

Make contracts for grades or  
Discuss in what situations a person signs a contract.



BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

n - 11 - Is aware of "hidden" charges made by companies (installation fees, delivery charges, etc.

situation, the student will  
fees or other charges in  
price.

Make lists on the board of items that hidden charges are  
usually associated with - write the kind of charges by the  
item.  
(Rent - damage deposits; appliances - hookup or installation  
etc.)

1 state two examples of a  
her-installations; electrical  
inspection sticker.

n - 12 - Understands that contracts are involved with renting and buying goods and services.

147  
explain what a contract is and  
term "legal", the student will  
satisfaction that a contract  
on must do to fulfill an  
is legally bound to do this.

148  
Make contracts for grades or privileges with the student.  
Discuss in what situations a person might be required to  
sign a contract.

Junior High Consumerism - 13. - Is aware of credit practices

JCI3.1 When asked to explain what credit is, the student will state to the satisfaction of the teacher that it means "buy now pay later" or borrowing for a purchase.

JCI3.2 When asked to give two disadvantages of using credit, the student will state to the satisfaction of the teacher that it costs extra to buy on credit and that people often buy more than they can afford to pay.

JCI3.3 When asked what the cost of credit is called, the student will state "interest" with 100% accuracy.

Ask students to name things for which they do not have on the board. Discuss different things - credit cards, inst.

Make a bulletin board showing credit.

Discuss advantages and disadvantages on the board.

Discuss what "interest" and

Institute of Life Insurance  
Pruett Pub. Co., Mathematics  
Loans and Taxes



- 13 - Is aware of credit practices

Explain what credit is, the satisfaction of the teacher "pay later" or borrowing for a

Give two disadvantages of using state to the satisfaction costs extra to buy on credit more than they can afford to

The cost of credit is called, "interest" with 100% accuracy.

149

Ask students to name things they would like to buy but for which they do not have available funds. List these on the board. Discuss different methods of buying these things - credit cards, installment buying, and loans.

Make a bulletin board showing different sources of credit.

Discuss advantages and disadvantages of credit and write them on the board.

Discuss what "interest" and "finance charges" are.

Institute of Life Insurance, A Date With Your Future  
Pruett Pub. Co., Mathematics in Living, Book 4 Credit Loans and Taxes.

150

Junior High Consumerism - 14 - Is aware of the procedure of installment buying

JC14.1 The student will define to the teacher's satisfaction, installment buying as paying for an item at regular intervals, after the item has been received.

JC14.2 Presented with a problem in which the total cost and down payment are given, the student will use the correct procedure to compute the balance with 90% accuracy.

JC14.3 Presented with a problem in which the downpayment, and monthly installment are given, the student will use the correct procedures to compute the total cost of the items.

JC14.4 Given the total cost of an item purchased on installment and the cash price of the item, the student will compute the difference with 90% accuracy.

JC14.5 The student will state to the teacher's satisfaction, one advantage of installment buying (do not need as much money when item or service is wanted or needed) and one disadvantage (cost more, reduce income over longer period of time.)

Show pictures or actual items to buy - radio's, cassette tapes, clothes, T.V., etc. Play tape. Set up an installment payment including a downpayment. Do computations to meet the ob

Institute of Life Insurance  
Pruett Pub. Co., Mathematics

BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

14 Is aware of the procedure of instalment buying

define to the teacher's  
t buying as paying for an item  
ter the item has been received.

problem in which the total cost  
en, the student will use the  
pute the balance with 90%

problem in which the downpayment,  
arc given, the student will use  
to compute the total cost of

cost of an item pu: based on  
price of the item, the student  
nce with 90% accuracy.

state to the teacher's  
age of installment buying  
ey when item or service is  
e disadvantage (cost more,  
n period of time.).

Show pictures or actual items students might want to  
buy - radio's, cassette tape recorders, record players,  
clothes, T.V., etc. Play the role of a store manager.  
Set up an installment payment schedule for each student  
including a downpayment. Let students do the necessary  
computations to meet the objectives.

Institute of Life Insurance, A Date with Your Future  
Pruett Pub. Co., Mathematics In Living, Book 1 Buying

152

Junior High Consumerism - 15 - Is aware of "truth-in-lending" laws

JC15.1 The student will state to the teacher's satisfaction the purpose of the "truth-in-lending" laws.

Discuss with students that to inform the customer of 2 the dollar cost of credit and the

Discuss what this means and several examples with the CI Cards charge  $1 \frac{1}{2} \%$  per month rate of 18%. The dollar cost actual amount of interest is

153

Institute of Life Insurance,

15

15 - Is aware of "truth-in-lending" laws

1 state to the teacher's  
e of the "truth-in-lending".

153

Discuss with students that this law says a creditor must inform the customer of 2 things: he must tell the dollar cost of credit and the true annual interest rate.

Discuss what this means and why it is important. Compute several examples with the class. For example: Credit Cards charge  $1\frac{1}{2}\%$  per month. That is an annual interest rate of 18%. The dollar cost of credit would be the actual amount of interest in dollars and cents.

-----  
Institute of Life Insurance, A Date With Your Future

154

Junior high Consumerism - 16 - Understands the importance of saving and insurance as protection of the future (See JA(M)3, JA(M)7)

JC16.1 Given the task of preparing a budget with a given amount of money, the student will allot a reasonable amount for savings and insurance to the satisfaction of the teacher.

See activities for budgeting and savings accounts JA(M)3, what insurance is for. Ask of things that might happen that they couldn't afford to kinds of insurance on the board crossword puzzle or word hunt

JC16.2 The student will state two reasons for having savings account. e. g. down payment for home, car, job loss, illness, etc.

Institute of Life Insurance,

JC16.3 The student will state three kinds of insurance e.g. auto liability, fire, life, hospitalization.

JC16.4 The student will describe to the teacher's satisfaction, a case in which it would be helpful to have each of the following types of insurance: life, fire, auto, hospitalization.

BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

- 16 - Understands the importance of saving and insurance as protection against the uncertainties of the future (See JA(M)3, JA(M)7)

of preparing a budget with the student will allot a savings and insurance to the her.

state two reasons for having own payment for home, car,

state three kinds of insurance e, life, hospitalization.

describe to the teacher's which it would be helpful owing types of insurance: alization.

See activities for budgeting: JA(M)6, JS20, checking and savings accounts JA(M)3. Talk with students about what insurance is for. Ask students to try to think of things that might happen to them or their families that they couldn't afford to pay for. List the different kinds of insurance on the board. Make an insurance relate crossword puzzle or word hunt.

Institute of Life Insurance, A Date With Your Future CH.4

156

155

Junior High Consumerism - 17 - Is aware of insurance premiums and benefits

JC17.1 Asked what insurance premiums are, the student will state "payment on insurance policy" to the teacher's satisfaction.

Invite an insurance agent to with him ahead of time explain you are concerned with. Give questions they should listen the answers during the talk, of presentation. (See JL2,

JC17.2 The student will state two factors which influence the amount of premiums, e.g. how often paid health or age on life or hospitalization; driving record and age on auto, type of house and nearness of fire department on fire, etc.

Institute of Life Insurance,

Junior High Consumerism - 18 - Distinguishes between various kinds of bills and receipts: cancelled check (See JS19.5)

JC18.1 Given a bill and a receipt, the student will indicate which needs to be paid and which has been paid with 100% accuracy.

Bring in some of your own for students to look at. For master charge receipts for a bill and have students determine the bill and which are not, for students to look at. Why it is important to keep

JC18.2 Given a variety of receipts, the student will identify a sales slip, cash register slip, cancelled checks, rent receipts, and medical receipts.



- 17 - Is aware of insurance premiums and benefits

Insurance premiums are, the student  
insurance policy" to the

Invite an insurance agent to talk to the class. Talk with him ahead of time explain the type of information you are concerned with. Give the students specific questions they should listen for. If they do not hear the answers during the talk, they should ask at the end of presentation. (See JL2, SL1)

1 state two factors which  
premiums, e.g. how often paid  
hospitalization, driving record  
house and nearness of fire

Institute of Life Insurance, A Date With Your Future, CH4.

- 18 - Distinguishes between various kinds of bills and receipts: sales slip, cash register, cancelled check (See JS19.5)

and a receipt, the student will  
be paid and which has been paid

Bring in some of your own monthly bills and make copies for students to look at. For example: Save all your master charge receipts for a month, bring in the month's bill and have students determine which are included in the bill and which are not. Bring in a variety of receipts for students to look at. Discuss what receipts are and why it is important to keep them.

of receipts, the student  
lip, cash register slip,  
receipts, and medical receipts.

157

158

JC18.3 Given itemized bills or receipts and lists of purchases, the student will compare them and state whether or not the bills or receipts are correct, with 90% accuracy.

BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM

bills or receipts and lists of  
will compare them and state  
s or receipts are correct, with

159

160

Junior High Consumerism - 19 - Is aware of cost of utilities

JC19.1 Given an actual telephone bill, the student will indicate the amount of: the regular monthly charge, the long distance charges, and the tax with 100% accuracy.

JC19.2 The student will name two things which influence the regular monthly charge (number of extensions, number of people on line, in some places the color or type telephone)

JC19.3 The student will state 4 things which influence the cost of a long distance call (time of day, type of call, distance, length of time of call).

JC19.4 Given an actual telephone bill containing long distance calls, the student will state the date on which the calls were made, the type calls, the class of calls, the places and numbers called, and the amount of the calls with 90% accuracy.

JC19.5 The student will keep records of at least 5 imaginary long distance calls and compare these with a teacher made bill, stating with 90% accuracy whether each call on the bill is correctly noted.

Bring in actual telephone bill student if possible. Discuss information found on the bill. Call the phone company for information in JC19.2. Relate this to the compute costs for specific area. Let a student call the local phone company out the cost of items mentioned. Invite the Home Economics Extension class on consumption of utilities.

19 - Is aware of cost of utilities

telephone bill, the student will  
the regular monthly charge, the  
and the tax with 100% accuracy.

name two things which influence  
age (number of extensions,  
, in some places the color or

state 4 things which influence  
nce call (time of day, type of  
f time of call).

telephone bill containing long  
dent will state the date on  
le, the type calls, the class  
d numbers called, and the  
n 90% accuracy.

keep records of at least 5  
calls and compare these with a  
g with 90% accuracy whether each  
actly noted.

Bring in actual telephone bills. Make a copy for each  
student if possible. Discuss the different kinds of  
information found on the bill itself.  
Call the phone company for information concerning items  
in JC19.2. Relate this to the students and have them  
compute costs for specific arrangements.  
Let a student call the local utilities department to find  
out the cost of items mentioned in JC19.6.  
Invite the Home Economics Extension agent to talk to  
the class on consueation of electricity.

161

162

JC19.6 The student will state the kinds and cost of public utilities in his community with 90% accuracy. e.g. garbage collection @\$2.00/month; sewage @\$2.00/month; water based on meter with minimum of \$2.00/month.

JC19.7 The student will read an electric, water, or gas meter on two occasions and compute how much was used with 90% accuracy.

JC19.8 The student will describe how electric and gas bills are determined in his community (electric on basis of meter, gas by meter or by tank for liquid gas).

JC19.9 The student will state to the teacher's satisfaction two realistic ways to keep utility costs down.

**BASIC SKILLS  
JUNIOR HIGH  
CONSUMERISM**

11 state the kinds and cost of  
s community with 90% accuracy.  
n @\$2.00/month; sewage @\$2.00/  
meter with minimum of \$2.00/month.

11 read an electric, water, or  
sions and compute how much  
racy.

11 describe how electric and  
ed in his community (electric  
by meter or by tank for liquid

11 state to the teacher's satisfaction  
keep utility costs down.

164

163

VOCATIONAL COMPETENCIES

185



## VOCATIONAL COMPETENCIES

### GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit vocational competencies as determined by adequate social, physical, basic, and occupational skills development, and be successful in living by maintaining a job.

### Terminal Objective

The EMR learner will be aware of the centrality of work in his life, the rewards and dignity of work, the rights and responsibilities of the worker. He will also demonstrate appropriate work habits and those responsibilities.

Junior High Vocational Competencies - 1 - Understands tangible and intangible rewards of work.

JV1.1 The student will state at least three expenses of living such as food, clothing, shelter, medical expenses, transportation, etc. to the teacher's satisfaction. (See JC2, 5, 17, 19)

JV1.2 Asked how one pays expenses of living, the student will respond "by working".

JV1.3 The student will correctly state two positive reasons for working: money, pride in work, making a contribution to society, etc.

Discuss with students what they are out of school for long periods of time. Ask them if they ever get lonely. Discuss that workers always have something to do. They make friends. Of course you can't make friends at the same time. Discuss that you can't hold down a job if you don't take care of your living, and take care of what they think it would do for themselves.

Get into a discussion of work and life.

Finney, Help Yourself to

VOCATIONAL COMPETENCIES

GOAL

ies - Upon completion of the EMR program the learner will exhibit vocational competency adequate social, physical, basic, and occupational skills development, such that he is by maintaining a job.

Terminal Objective

be aware of the centrality of work in his life, the rewards and dignity of work, and responsibilities of the worker. He will also demonstrate appropriate work habits to meet es.

al Competencies - 1 - Understands tangible and intangible rewards for working

will state at least three expenses food, clothing, shelter, medical tion, etc. to the teacher's (C2, 5, 17, 19)

meets expenses of living, the "by working".

will correctly state two positive money, pride in work, making a bety, etc.

106

Discuss with students what they do when they are out of school for long periods of time. Ask them if they ever get bored or miss their friends. Discuss that working is a way to always have something to do and its a way to make friends. 'Of course you earn money at the same time. Discuss that people are proud of you when you can hold down a job, earn a living, and take care of yourself. Ask students what they think it would take to support themselves.

Get into a discussion of what they want out of life.

Finney, Help Yourself to a Job, Part I

107

Junior High Vocational Competencies - 2 - Knows most of the responsibilities to employer

JV2.1 The student will state at least three responsibilities to his employer such as punctuality, quality of work, care of property, initiative, cooperation, etc. to the teacher's satisfaction.

Have students name the three responsibilities and list them on the board. Ask students if he has a right to expect this.

Make up simulated situation relationships. Ask student who is right, etc. Discuss with other workers can affect the relationship with the employer.

JV2.2 The student will state to the teacher's satisfaction at least three responsibilities to fellow workers. e.g. cooperation, doing their share of the work, sharing in "office expenses" (coffee break, office party, flowers, birthday gifts, farewell gifts), etc.

-----  
Educational Design, Inc. The Job"  
Finney, Help Yourself To a Follett, Accent/World of Work Lessons 1-2

Junior High Vocational Competencies - 3 - Recognizes that there are lines of communication in any job

JV3.1 Given a list or chart of the lines of authority in five real organizations (school system, government, actual local employers, etc.), the student will name the superior for any given name on the list with 80% accuracy.

Discuss lines of communication in a chart. Make up sample problems at school and discuss the proper lines of communication for this to jobs. Make up a job chart of proper lines of communication for students problems that might explain the proper use of communication.

JV3.2 Given an actual local employment organization, the student will state his immediate superior.

-----  
Educational Design Inc., The Job, Tare 2

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
JOB ATTITUDES

1 Competencies - 2 - Knows most of the responsibilities to employers and fellow employees

11 state at least three  
is employer such as punctuality,  
of property, initiative, cooperation,  
satisfaction.

Have students name the things a boss expects and  
list them on the board. Ask them why they think  
he has a right to expect these things.

11 state to the teacher's satisfac-  
responsibilities to fellow workers.  
ing their share of the work, sharing  
coffee break, office party, flowers,  
gifts), etc.

Make up simulated situations showing co-worker  
relationships. Ask students what they would do,  
who is right, etc. Discuss how relationships  
with other workers can affect the whole job and  
the relationship with the boss.

-----  
Educational Design, Inc. The World of Work I "On  
the Job"  
Finney, Help Yourself To a Job, Part I  
Follett, Accent/World of Work-Keeping that Job  
Lessons 1-2

1 Competencies - 3 - Recognizes that there are lines of communication and authority in  
any job

For each of the lines of authority  
relations (school system, government,  
s, etc.), the student will name  
given name on the list with 20%

Discuss lines of communication in school. Make  
a chart. Make up sample problems that may arise  
at school and discuss the procedure for solving  
them using proper lines of communication. Relate  
this to jobs. Make up a job situation including  
a chart of proper lines of communication. Give  
students problems that might arise and have them  
explain the proper use of lines of communication.

11 local employment organization,  
the his immediate superior.

-----  
Educational Design Inc., World of Work I "On The  
Job, Tape 2

Junior High Vocational Competencies - 4 - Can judge accurately the amount of time required

JV4.1 Given a specific task which he has completed previously, the student will state the amount of time required to complete the task to within 25% of the time required.

JV4.2 Given a specific task similar to but not identical to a previously accomplished task, the student will estimate the amount of time required to complete the job to the teacher's satisfaction.

Make up a ditto with the hour of the day written to the minute. all on one sheet with as many times as possible beside each time.

8:30

8:31

8:32

8:33

Write the word "start" when the task and "finish" when the system has a variety of possible times. Use a chart as a reference, discuss the amount of time required for various tasks.

FR-On The Job

Junior High Vocational Competencies - 5 - Budgets time so that job can be completed, taking into account on-task and necessary non-task oriented behavior

JV5.1 Given a specific task, the student will state the needed preparation for task and the approximate time needed for preparation to the teacher's satisfaction.

JV5.2 Given two or more specific tasks to complete within a given amount of time, the student will budget his time to complete all tasks within the given amount of time.

Use the system mentioned in the plan and stick to schedules.

Set up a reward system for the schedule. (See SA(M)2)

al Competencies - 4 - Can judge accurately the amount of time required to complete a task

ific task which he has completed  
ent will state the amount of time  
the task to within 25% of the

Make up a ditto with the hours of the school day written to the minute. This should be all on one sheet with as much space as possible beside each time.

8:30	12:00
8:31	12:01
8:32	12:02
8:33	12:03

ific task similar to but not  
ously accomplished task, the  
e the amount of time required to  
the teacher's satisfaction.

Write the word "start" when the student starts the task and "finish" when he completes it. This system has a variety of possible uses. Using the chart as a reference, discuss or point out the amount of time required for the completion of various tasks.

FR-On The Job

al Competencies - 5 - Budgets time so that job can be completed, taking into consideration on-task and necessary non-task oriented behavior

ific task, the student will state  
or task and the approximate time  
on to the teacher's satisfaction.

Use the system mentioned in JV4 to help students plan and stick to schedules.

ore specific tasks to complete  
t of time, the student will  
complete all tasks within the

Set up a reward system for students who stay on schedule. (See SA(M)2)

Junior High Vocational Competencies - 6 - Begins to correlate his time schedule to routine

JV6.1 Given a simulated situation, the student will work at the same pace as other workers to the satisfaction of the teacher.

Observe students while working on projects and vocational activities with students individually to determine difficulty in this area.

JV6.2 Given a number of tasks to do, the student will schedule them in such a way as to not interfere with the routine of others, to the teacher's satisfaction.

Junior High Vocational Competencies - 7 - Can sequence activities for the most efficient way to complete the task, and maintain on-task behavior without supervision

JV7.1 Given specific tasks which he has previously accomplished, the student will state the correct sequence of activities to efficiently complete the task.

Using the time chart describe how students sequence activities for various tasks. See Appendix Sheet

JV7.2 Given a specific task similar but not identical to a previously accomplished task, the student will sequence the activities to efficiently complete the task.

JV7.3 After stating the sequence of activities, the student will correctly complete the task maintaining on-task behavior without supervision, 80% of the time.



JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
JOB ATTITUDES

nal Competencies - 6 - Begins to correlate his time schedule to routine of others

ulated situation, the student will  
te as other workers to the  
teacher.

Observe students while working on craft  
projects and vocational activities. Talk  
with students individually who are having  
difficulty in this area.

er of tasks to do, the student will  
ch a way as to not interfere with  
rs, to the teacher's satisfaction.

nal Competencies - 7 - Can sequence activities for the most efficient completion of  
the task, and maintain on-task behavior without supervision

ific tasks which he has previously  
tudent will state the correct  
ties to efficiently complete the task.

Using the time chart described in JV4, have  
students sequence activities involved in  
various tasks. See Appendix B for Prescription  
Sheet

ific task similar but not identical  
plished task, the student will  
ties to efficiently complete the task.

o the sequence of activities, the  
tly complete the tasks maintaining  
thout supervision, 80% of the time.



Junior High Vocational Competencies - 8 - Can analyze his own task performance and determine

JV8.1 After completing an assigned task of unsatisfactory or poor quality, the student will state one major reason for the poor quality, to the teacher's satisfaction.

Either discuss the evaluation and vocational or craft product with the student or write an evaluation of the work or give it to the student.

JV8.2 After completing an assigned task, the student will state one way it could have been improved to the satisfaction of the teacher.

Junior High Vocational Competencies - 9 - Knows most of the rights and benefits that are involved in

JV9.1 The student will state at least three of the rights and benefits as a job holder. e.g. minimum wage, lunch hour, maximum hours, overtime pay, coffee break, advancement, equal opportunity, etc. to the teacher's satisfaction.

When studying specific jobs, discuss the rights and benefits of the job and the likeness and differences between the jobs.

JV9.2 The student will state at least two financial benefits ("fringe benefits") which may accompany a job in addition to wages. e.g. life insurance, hospitalization insurance, meals, discounts, etc. (See JV15.3)

Finney, Help Yourself to a Job

170

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
JOB ATTITUDES

al Competencies - 8 - Can analyze his own task performance and determine ways to improve it

ing an assigned task of unsatisfis-  
ity, the student will state one  
poor quality, to the teacher's

Either discuss the evaluation of classwork  
and vocational or craft projects with each  
student or write an evaluation. Attach it  
to the work or give it to the student.

ing an assigned task, the student  
t could have been improved to the  
teacher.

al Competencies - 9 - Knows most of the rights and benefits that are involved in assuming a job

will state at least three of the rights  
b holder. e.g. minimum wage, lunch  
overtime pay, coffee break,  
ppportunity etc. to the teacher's

When studying specific jobs, keep a notebook  
of the rights and benefits of each job. Discuss  
the likeness and differences among jobs.

Finney, Help Yourself to a Job, Part II

will state at least two financial  
neffits') which may accompany a job  
. e.g. life insurance, hospitalization  
scounts, etc. (See JV15.3)

Junior High Vocational Competencies - 10 - Understands relationship between wages and ho  
payroll deductions. (See JA(T)6)

JV10.1 The student will state to the teacher's satisfaction that when working he must arrive on the job on time and leave at a specific times as determined by the employer.

Make up paragraphs about p  
situations including wages  
payroll deductions.

Discuss the different type  
why they are taken out.

JV10.2 The student will state to the teacher's satisfaction that his wages are determined by the amount of time he is on the job.

Finney, Help Yourself to a  
Follett, Accent/World of W  
Pay - Lesson 1  
Follett, Accent/Jobs, Payo  
Educational Design, Inc.,  
1: "On the Job"  
Pruett Pub. Co., Mathemati  
Wages and Budoets

JV10.3 After computing gross pay, the student will list the two most common deductions such as income tax, social security, retirement workers compensation, insurance, union dues, credit union, etc.

JV10.4 After computing gross pay and given specific de-  
ductions, the student will figure net pay with 90% accuracy.

Junior High Vocational Competencies - 11 - Knows to ask for further explanation and help

JV11.1 Given a situation in which it is improbable that the student will be able to complete the assignment, the student will ask the teacher for help whenever necessary to the teacher's satisfaction.

Purposely give students ta  
which they will have to as  
or help. Do not volunteer  
must request it.

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
JOB ATTITUDES

Personal Competencies - 10 - Understands relationship between wages and hours worked, noting payroll deductions. (See JA(T)6)

Student will state to the teacher's when working he must arrive on and leave at a specific times as employer.

Make up paragraphs about particular job situations including wages, hours, and payroll deductions.

Discuss the different types of deductions and why they are taken out.

Student will state to the teacher's how his wages are determined by the hours on the job.

Finney, Help Yourself to a Job, Part II  
Follett, Accent/World of Work, You and Your Pay - Lesson 1

When stating gross pay, the student will list deductions such as income tax, social security, workers compensation, insurance, union, etc.

Follett, Accent/Jobs, Paycheck  
Educational Design, Inc., World of Work  
1: "On the Job"  
Pruett Pub. Co., Mathematics in Living Bk 2, Wages and Budgets

When stating gross pay and given specific deduction, student will figure net pay with 90% accuracy.

Personal Competencies - 11 - Knows to ask for further explanation and help when in doubt

In a situation in which it is improbable that student is able to complete the assignment, the student will ask the teacher for help whenever necessary for satisfaction.

Purposely give students tasks to do for which they will have to ask for information or help. Do not volunteer help-student must request it.

## TERMINAL OBJECTIVE

The student having explored many jobs, will use public and private sources to locate jobs, evaluate jobs in terms of qualifications and advantages, and will make a realistic selection on availability of jobs in the community and on his own strengths and weaknesses.

Junior High Vocational Competences - 12 - Knows some public and private sources of job

JV12.1 The student will name at least three (3) public sources of job information (state employment agency, radio, television, newspaper, chamber of commerce, etc.) with 100% accuracy.

Make a bulletin board of information both public and private. List these on the board and to use each and the kind each gives.

JV12.2 When asked to name at least three private sources for job information, the student will state these to the satisfaction of the teacher, (friends, teachers, guidance counselors, parents, or employers in their immediate environment).

Firney, Help Yourself to Love Pub. C., Individual Games and Activities pp Follett-Accent/The World Job, Lesson I

TERMINAL OBJECTIVE

explored many jobs, will use public and private sources to locate job information, will terms of qualifications and advantages, and will make a realistic selection of jobs based on jobs in the community and on his own strengths and weaknesses.

ional Competences - 12 - Knows some public and private sources of job information (See JR8)

nt will name at least three (3) public information (state employment agency, newspaper, chamber of commerce, etc.)

Make a bulletin board of sources of job information both public and private. List these on the board and discuss how to use each and the kind of information each gives.

to name at least three private sources on, the student will state these to the teacher, (friends, teachers, guidance counselors, or employers in their immediate

Firney, Help Yourself to a Job, Part I, III  
Love Pub. C., Individualized Reading Instruction  
Games and Activities pp 91-93  
Follett-Accent/The World of Work, Getting that Job, Lesson I

Section 13 Vocational Competencies - 13 - Uses newspapers to locate jobs and job qualifications

JV12.1 Given asked where to find jobs and job qualifications in the newspaper, the student will state in the classified ads section or want ads with 100% accuracy.

JV12.2 Given a newspaper, or want ads, the student will locate the classified ad section with 100% accuracy.

JV13.3 Upon reading jobs and job qualifications in classified ads sections, the student will list the qualifications for jobs advertised therein.

Have students cut out jobs someday or ones that sound good. Put the ads on a sheet of paper with the qualifications necessary, on the paper. Include this as mentioned in JV9.

Give the students copies of the newspaper. Describe a person in terms of experience, interests, etc. Find a job suitable for him.

Finney, Help Yourself to a Love Pub., Individualized Games and Activities pp

Section 14 Vocational Competencies - 14 - Can describe jobs in terms of tasks and qualifications

JV14.1 Given a list of 10 community jobs, the student will state at least three job tasks for each.

JV14.2 Given a list of 10 community jobs, the student will state 3 personal requirements for each.

JV14.3 Given a list of 10 community jobs, the student will state 3 job requirements: 1) Dairy work requirements: Timing, following directions, being cautious. 2) Drug store helper:

3) Clerk requirements: Personal appearance, good memory.

4) Restaurant worker: Appearance, sociability, accuracy.

Make a job notebook. Visit job sites as possible. Bring back a list of specific information about the job. Put this in the notebook. See JV9, 12, 13

Finney, Help Yourself to a

JV14.5 Given a list of 10 community jobs, the student will name three skills needed for each (See JV18.1).

UNIT 10: HIGH  
VOCATIONAL COMPETENCIES  
CHOOSING A JOB

Personal Competencies - 13 - Uses newspapers to locate jobs and job qualifications (See JV 9)

Where to find jobs and job  
the newspaper, the student will state in  
section or want ads with 100% accuracy.

space, or want ads, the student will  
ed at section with 100% accuracy.

ing jobs and job qualifications in  
tions, the student will list the  
b's advertised therein.

Have students cut out jobs they might want  
someday or ones that sound interesting. Tape  
the ads on a sheet of paper and write the  
qualifications necessary, person to call, etc.  
on the paper. Include this in a job notebook  
as mentioned in JV9.

Give the students copies of classified sections.  
Describe a person in terms of age, sex, work  
experience, interests, etc. The first person to  
find a job suitable for him wins a point.

Finney, Help Yourself to a Job, Part I, II  
Love Pub., Individualized Reading Instruction  
Games and Activities pp 91-93.

Personal Competencies - 14 - Can describe jobs in terms of tasks and qualifications,

at of 10 community jobs, the student  
t three job tasks for each.

at of 10 community jobs, the student  
ial and requirements for each  
requirements: 1) Ticker, following  
cautions: 2) Book store helper:  
ly, personal appearance, good memory  
er: Accuracy, reliability, accuracy.

Make a job notebook. Visit as many community  
job sites as possible. Before going, give the  
students a list of specific information to find  
out about the job. Put this information in the  
book. See JV9, 12, 13

Finney, Help Yourself to a Job, Part II and III



Junior High Vocational

Competencies - 15 - Can describe jobs in terms of their advantages

JV15.1 Given a list of 10 jobs, the student will describe to the teacher's satisfaction, the working hours for each.

See JV9, 12, 13, 14)

Finney, Finding Your Job

JV15.2 Given a list of 10 jobs, the student will state to the teacher's satisfaction, how each contributes to society.

JV15.3 Given a list of 10 jobs, the student will name to the teacher's satisfaction possible fringe benefits of each. (See JV9.2)

JV15.4 Given a list of 10 jobs, the student will describe each to the teacher's satisfaction in terms of working conditions, e.g., indoors, physically active or sedentary, consistent work pressure or rush hours, working alone or with people, etc.

Junior High Vocational Competencies - 16 - Can name jobs available in the community (See

JV16.1 Given a list of at least 20 jobs, the student will select those available in his community or nearby with 90% accuracy.

See JV14

JV16.2 The student will name at least 10 occupations with 90% accuracy.

nal tendencies - 15 - Can describe jobs in terms of their advantages

t of 10 jobs, the student will describe satisfaction, the working hours for each.

See JV0, 12, 13, 14)

Finney, Finding Your Job

of 10 jobs, the student will state satisfaction, how each contributes to

of 10 jobs, the student will  
as satisfaction possible fringe  
(See JV1.2)

t of 10 jobs, the student will  
te each's satisfaction in terms  
s, e.g., indoors, physically  
consistent work pressure or rush  
or with people, etc.

al Career roles - 16 - Can name jobs available in the community (See JV19)

of at least 20 jobs, the student will  
le in the community or nearby with 90%

See JV14

will name at least 10 occupations  
with 90% accuracy.

to finish Vocational - 17 - has job aspirations commensurate with his capabilities

17.1 Given a list of 5 jobs, the student will state to the teacher's satisfaction why he would or would not like each.

In this job notebook, have an evaluation of the job in own ability to perform it.

17.2 Given a list of 5 jobs, the student will state to the teacher's satisfaction which of the jobs he is able to perform.

Finney, Help Yourself to a  
Finney, Finding Your Job

17.3 When asked to name personal job qualifications he possesses (dependability, performance, accuracy, physical stamina, sociability), the student will name five to the satisfaction of the teacher.

17.4 Given a list of the skills required for 5 jobs, the student will name, to the teacher's satisfaction, which skills he has, which he could acquire and which he cannot be able to acquire.

17.5 Given an actual job situation for which he has the necessary skills and personal qualifications, and having performed the job successfully, the student will evaluate his performance as successful.

IN JOB LIST  
 VOCATIONAL OPPORTUNITIES  
 CHOOSING A JOB

mal - ... his ... with his capabilities

of 5 jobs, the student will  
 his satisfaction by he would  
 each.

In this job notebook, have students include  
 an evaluation of the job in terms of his  
 own ability to perform it.

of 5 jobs, the student will state  
 satisfaction which of the jobs he is

Finney, Help Yourself to a Job Part I and III  
 Finney, Finding Your Job

to the personal job qualifications he  
 ability, performance, accuracy, physical  
 ability), the student will name five to the  
 teacher.

of the skills required for 5 jobs,  
 he, to the teacher's satisfaction  
 which he could acquire and which  
 he to obtain.

qual and situation for which he has the  
 personal qualifications, and having  
 successfully, the student will evaluate  
 as successful.

Section III: Vocational Activities - 1. - Complete an evaluation of selected jobs in the site visits.

W1.1 Following on-site visits of selected community jobs and given a list of potential job qualifications, the student will select 10% of the qualifications needed for each job. (C-21-3)

Include information in notes in previous objectives.

W1.2 Following on-site visits of selected community jobs, the student will select 5% of the skills required for each job.

W1.3 Following observations of selected jobs, the student will rank those jobs for which he would best qualify to the student's satisfaction.

W1.4 Following observations of at least 5 jobs, the student will state which jobs he could select and which he could not select, and give reasons for his choices to the student's satisfaction. Reasons given should indicate consideration of his personal qualifications, his interests, and his priorities in terms of job advantages and disadvantages. (C-21-17)

Final Activities - 11 - Generate an evaluation of selected jobs in the community based on site visits

on-site visits of selected community jobs  
personal job qualifications, the student  
the qualifications needed for each job.

Include information in notebooks as described  
in previous objectives.

on-site visits of selected community  
will be one of the skills required

observations of selected jobs, the student  
as for which he could best qualify to the  
factor.

on-site visits of at least 5 jobs, the  
which he has selected and which  
t, and give reasons for his choices to  
satisfactory. The student should indicate  
his personal qualifications, his  
priorities in terms of advantages  
(See #11)

TERMINAL OBJECTIVE

The 'R' learner shall have the necessary skills to apply for, obtain, retain, and make adjustments commensurate with his abilities.

Information: Vocational Competencies - 10 - knows personal and vital statistics and can complete forms.

10.1 The student will verbally give with 100% accuracy the following personal information: full name; sex; address (mailing and/or residence) including city, state and zip code; phone number; age; birthdate in full; place of birth; name of school; parent's name (including mother's maiden name); parent's address; place where parents work; and brothers and sisters name.

When calling roll have student give particular part of personal data. Require student to give date in both forms on daily

Teach abbreviations as sight

Provide a variety of job application forms to practice filling out. Teach student to fill them out as spelling

10.2 The student will tell the difference between manuscript and cursive and indicate when and where each is used in filling in application forms with 100% accuracy. (See 10.1).

Finney, Help Yourself to a Job  
Educational Design, Inc., 1978  
Getting a Job Tape 4  
Follett, Accent+World of Work  
Love Pub. Co. Individualize  
Games and Activities

10.3 The student will write the date in full (month, day, year) and circle the month written out on the application numerically as requested by the teacher with 100% accuracy. (See 10.2.5, 10.1.5)

10.4 The student will correctly read and write abbreviations commonly found in application forms such as St., Jr., Ave., Mr., Mrs., 's., 's., Gen., Del., etc. to the teacher's satisfaction. (See 10.2.5)

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
GETTING A JOB

GENERAL OBJECTIVE

All have the necessary skills to apply for, obtain, retain, and make advancement in jobs and activities

General Competencies - 10 - knows personal and vital statistics and can complete an application

will verbally give with 100% accuracy personal information: full name; sex; address (including city, state and zip code); birthdate in full; place of birth; mother's name (including mother's maiden name); place where parents work, and phone number.

When calling roll have students answer with a particular part of personal data required for application forms. Require students to write the date in both forms on daily assignments.

Teach abbreviations as sight vocabulary (See Appendix).

Provide a variety of job applications for students to practice filling out. Teach words used in applications as spelling words.

will tell the difference between male and female and indicate when and where each is used in application forms with 100%

Finney, Help Yourself to a Job Part III  
Educational Design, Inc., The World of Work 2 : Getting a Job Tape 4  
Follett, Accent on World of Work, Getting That Job  
Love Pub. Co. Individualized Reading Instruction  
Games and Activities

will write the date in full length, either the month written out or the number, as requested by the teacher (See Appendix, W(T)5)

will correctly read and write abbreviations and information forms such as St., Mr., Mrs., Jr., Sen., etc. to complete application forms (See Appendix)



JV19.5 Given an application form, the student will fill in with 100% accuracy the blanks pertaining to his own vital statistics including : full name, phone number, address, age, sex, birthdate, parents name and address, school and place of employment.

JV19.6 Given an application asking for references, the student will ask the references for permission to use their names and will write the names and addresses of the references without error.

Junior High Vocational Competencies - 20 - Can effectively respond to interview situation

JV20.1 Given a real or simulated job interview, the student will exhibit appropriate courtesies to the teacher's or interviewer's satisfaction. e.g. appropriate greeting and handshake, attentive listening, polite responses, appropriate leaving, etc.

JV20.2 In a real or simulated job interview, the student will answer all questions directly, honestly, and completely and state when an answer is not known to the teacher's or interviewer's satisfaction.

JV20.3 Given a real or simulated job interview, the student will ask appropriate questions to the teacher's or interviewer's satisfaction, depending upon the specific job and information already supplied. e.g. wages, hours, fringe benefits, exact nature of work, responsibilities, dress, vacation and sick leave, etc.

Look in the film library subject of the job interview.

Discuss DO's and DON'Ts of

Simulate interviews in the

Have an outsider come to interviews.

Finney, Help Yourself to  
Follett, Accent/Workd of  
Job - Lesson 2  
Educational Design, Inc.  
2: Getting a Job

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
GETTING A JOB

Application form, the student will fill in the blanks pertaining to his own vital information: full name, phone number, address, age; parents name and address, school and location.

Application asking for references, the student will give the names and addresses of the references.

Personal Competencies - 1. - Can effectively respond to interview situations

1. In a simulated job interview, the student will demonstrate appropriate courtesies to the teacher's or interviewer's, e.g., appropriate greeting and attentive listening, polite responses, appropriate

Look in the film library for films on the subject of the job interview.

Discuss DO's and DON'Ts of job interviews.

Simulate interviews in the classroom.

2. In a simulated job interview, the student will respond directly, honestly, and completely and will not lie to the teacher's or interviewer's.

Have an outsider come to conduct simulated interviews.

3. In a simulated job interview, the student will ask questions to the teachers or interviewers regarding the specific job and information, e.g., wages, hours, fringe benefits, exact responsibilities, dress, vacation and sick leave.

Finney, Help Yourself to a Job, Part I  
Follett, Accent/Workd of Work, Getting That Job - Lesson 2  
Educational Design, Inc., The World of Work  
2: Getting a Job

Junior High Vocational Competencies - 21 - Becomes more proficient in the use of hand tools

JV21.1 The student will identify and demonstrate his ability to use 10 common hand tools to the satisfaction of the teacher. (hammer, screw driver, pliers, wrench, hand saw, jack, rake, shovel, hoe, edger, clippers, file, plane, level, trowel, steelbroom, paint brush, paint roller, broom, etc.)

Most any beginning woodworking experience with hand tools. extension agent should have projects available. Sears or stores have books with simple industrial arts teacher should provide some advice and suggest area.

JV21.2 Given a task and a selection of tools with which to perform the task, the student will choose an appropriate tool with 90% accuracy.

Junior High Vocational Competencies - 22 - Begins to use power equipment and appliances

JV22.1 Given proper instruction and supervision, the student will properly use 3 power tools to the satisfaction of the teacher (e.g. jig saw, sander, table saw, drill, lathe, etc.).

Unless the EMR teacher is with power tools, a resource probably be necessary to provide necessary instruction and

JV22.2 Given a task and a selection of power tools to choose from, the student will choose an appropriate tool to complete the task with 90% accuracy.

The section on appliances EMR teacher if the appliances. Special arrangements might Home Economics department, and the custodial staff to

JV22.3 Given proper instruction and supervision, the student will properly use 5 of the following appliances to the satisfaction of the teacher: iron, vacuum cleaner, floor scrubber, mixer, toaster, electric can opener, garbage disposal, washing machine, dryer, dishwasher.

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
GETTING A JOB

1 Competencies - 21 - Becomes more proficient in the use of hand tools

will identify and demonstrate his  
common hand tools to the satisfaction  
of the teacher, sander, screw driver, pliers, wrench,  
shovel, hoe, edger, clippers, file,  
vice, screwdriver, paint brush, paint

Most any beginning woodworking projects provide  
experience with hand tools. The agricultural  
extension agent should have 4-H woodworking  
projects available. Sears or most hardware  
stores have books with simple projects. The  
industrial arts teacher should be able to  
provide some advice and suggestions in this  
area.

and a selection of tools with which  
the student will choose an appropriate  
project.

1 Competencies - 22 - Begins to use power equipment and appliances

instruction and supervision, the student  
uses power tools to the satisfaction of the  
teacher, sander, table saw, drill, lathe, etc.).

Unless the EMR teacher is qualified to work  
with power tools, a resource person will  
probably be necessary to provide students with  
necessary instruction and supervision.

and a selection of power tools to  
the student will choose an appropriate tool  
with 90% accuracy.

The section on appliances can be taught by the  
EMR teacher if the appliances are available.  
Special arrangements might be made with the  
Home Economics department, school cafeteria,  
and the custodial staff to use their facilities.

instruction and supervision, the  
student uses 5 of the following appliances  
of the teacher: iron, vacuum cleaner,  
toaster, electric can opener,  
washing machine, dryer, dishwasher.

JV22.4 Given a task and a selection of appliances to choose from, the student will choose an appropriate appliance to complete the task with 90% accuracy.

Junior High Vocational Competencies - 23 - Is capable of determining a variety of solution problem

JV23.1 Given a task to perform in which there is more than one obvious solution, the student will explain 2 different approaches to the satisfaction of the teacher.

During participation in craft work, etc., purposely present when the occasion presents more than one way to skin a cat there's more than one way to chop nuts (with a knife or a joint with wood, etc.

Junior High Vocational Competencies - 24 - Reinforces previously learned job skills by student on-campus jobs.

JV24.1 After placement on an on-campus job and given a check-list of skills involved in the job, the student will perform 35% of the skills on the list to the satisfaction of the teacher.

The most common on-campus jobs are school cafeteria, the office. Make a list of the tasks required to perform for each student before they assume their duties. Review progress with them.

Junior High Vocational Competencies - 25 - Begins to learn specific job skills necessary

JV25.1 The student will exhibit proficiency, as determined by the teacher, in 50% of the activities listed in Appendix D "Activities Common to Many Jobs"

The only way students will learn these skills is through simulation within the school program or experience.

JUNIOR HIGH  
VOCATIONAL COMPETENCIES  
GETTING A JOB

ask and a selection of appliances to student will choose an appropriate. Complete the task with 90% accuracy.

onal Competencies - 23 - Is capable of determining a variety of solutions to a single task problem.

ask to perform in which there is more than one, the student will explain 2 different satisfaction of the teacher.

During participation in crafts, cooking, sewing, woodwork, etc., purposely point out to students when the occasion presents itself that "there is more than one way to skin a cat." For example, there's more than one way to put in a zipper, to chop nuts (with a knife or a blender), to make joints with wood, etc.

onal Competencies - 24 - Reinforces previously learned job skills by successfully managing on-campus jobs.

ement on an on-campus job and given a list involved in the job, the student will skills on the list to the satisfaction

The most common on-campus jobs are working in the school cafeteria, the office, and with the custodian. Make a list of the tasks that students will be required to perform for each job. Discuss them with students before they assume the jobs. Evaluate the students at regular intervals and discuss their progress with them.

onal Competencies - 25 - Begins to learn specific job skills necessary for variety of jobs

it will exhibit proficiency, as determined 50% of the activities listed in activities termed to "any jobs"

The only way students will gain proficiency in these skills is through simulated situations within the school program or through actual job experience.

SOCIAL COMPETENCIES

196

SOCIAL COMPETENCIES

GOAL

Social Competencies - Upon completion of the EMR program the learner will demonstrate social skills in self care, discipline, and understanding, and by being proficient in interacting and communicating to others respecting rights of others, and exhibiting responsible behavior and in the community.

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in physical and psychological self-discipline appropriate and realistic goals for himself.

Self and Personal Development

Junior High Social - 1 - Practices good personal cleanliness, health habits, and grooming.

JS1.1 The student will exemplify good personal cleanliness (clean clothing, clean body parts, etc.) as observed by and to the satisfaction of the teacher.

JS1.2 The student maintains good grooming habits in dress and care of body parts (free from obnoxious odors, clean skin, clean teeth, well groomed hair, etc.) as observed by and to the satisfaction of the teacher.

Discuss the importance of cleanliness with the students. Bring in cleanliness and grooming - regular), deodorant (several comb, brush, etc. Discuss be used. Let students make of posters or make a bulletin of different brands of clean

Continually remind students using deodorant. Remind them odors. If there is someone say something like "Did you this morning?" If hints like offender aside and personal

FR - On The Job



SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

SOCIAL COMPETENCIES

GOAL

- Upon completion of the EMR program the learner will demonstrate social competency by exhibiting discipline, and understanding, and by being proficient in interacting with people by relating to others respecting rights of others, and exhibiting responsible behavior to other people on the unity.

TERMINAL OBJECTIVE

1 demonstrate proficiency in physical and psychological self-discipline, and an ability to set realistic goals for himself.

Self and Personal Development

1 - Practices good personal cleanliness, health habits, and grooming

will exemplify good personal cleanliness (clean body parts, etc.) as observed by and of the teacher.

maintains good grooming habits in dress (free from obnoxious odors, clean well groomed hair, etc.) as observed of the teacher.

Discuss the importance of cleanliness and good grooming with the students. Bring in several items used for cleanliness and grooming - soap - shampoo (dandruff and regular), deodorant (several types), shaving supplies, comb, brush, etc. Discuss how and how often each should be used. Let students make advertisements in the form of posters or make a bulletin board. Discuss the prices of different brands of cleanliness and grooming items.

Continually remind students of the necessity of washing and using deodorant. Remind them that dirty clothes also carry odors. If there is someone in class with an offensive odor, say something like "Did everyone remember their deodorant this morning?" If hints like this don't work, call the offender aside and personally remind them.

Junior High Social - 2 - Knows how health practices (nutrition, cleanliness, rest) contribu

JS2.1 The student will state at least 3 basic health rules relating to nutrition, cleanliness, and/or rest such as: eating a well balanced diet, getting the proper amount of rest, caring for his body (bathing, caring for teeth, etc.)

JS2.2 The student will state to the teacher's satisfaction two ways in which diet effects physical appearance - e.g. certain foods are needed for attractive teeth, skin, hair, nails, and for bone development, excess of certain foods contribute to less attractive teeth and skin, diet plays a vital role in physique, etc.

JS2.3 The student will describe to the teacher's satisfaction three clothing conditions which can enhance one's personal appearance. e.g. clean, properly mended, well fitting suitable for the individual, and suitable for the occasion.

JS2.4 The student will state to the teacher's satisfaction at least three reasons why he or she should practice cleanliness habits.

Make a slide series of do's of health practices. Let's "Eat a well balanced diet" setting at a table with eit "Stay away from junk" - Dre or paste little "pimple" on of him eating a candy bar. the rule being represented.

Make charts of the Basic 4 menu at school in terms of

FR - On the Job  
Follett - Accent Personalit

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

2 - Knows how health practices (nutrition, cleanliness, rest) contribute to personal appearance

11 state at least 3 basic health rules, cleanliness, and/or rest such as: diet, getting the proper amount of body (bathing, caring for teeth, etc.)

11 state to the teacher's satisfaction the effects physical appearance, e.g. needed for attractive teeth, skin, hair, development, excess of certain foods on attractive teeth and skin, diet plays a role, etc.

11 describe to the teacher's satisfaction the conditions which can enhance appearance, e.g. clean, properly mended, for the individual, and suitable

11 state to the teacher's satisfaction why he or she should practice

Make a slide series of do's and don't's in the way of health practices. Let students role play situations 1 "Eat a well balanced diet" - take a picture of a student setting at a table with either real or simulated food. "Stay away from junk" - Dress a student up to be fat. or paste "little pimple" on his face and take a picture of him eating a candy bar. Show the slides and discuss the rule being represented. (See JS1)

Make charts of the Basic 4 food groups. Discuss the daily menu at school in terms of the Basic 4.

FR - On the Job

Follett - Accent/Personality, You And Your Needs - Lesson

230

199

Junior High Social - 3 - Knows his own clothing sizes

JS3.1 Provided with a box of clothing, the student will choose clothing of his approximate size to the teacher's satisfaction.

JS3.2 Given various types of clothing labelled with the size, the student will select proper individual articles of clothing needed for himself to the teacher's satisfaction.

JS3.3 The student will state the size of 5 of the following that are appropriate to him: shoes, socks, stockings, underwear, pants, shirt, blouse, dress, belt, etc.

Try to arrange a trip to a clothing store with a group of students to determine the importance of being clear in writing on clothing. Wear something from home that has others may try on.

Discuss that sizes vary from person to person. It is a good idea to try things on before buying. The importance of being clear in writing on clothing. Wear something from home that has others may try on.

201

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

3 - Knows his own clothing sizes

a box of clothing, the student will  
s approximate size to the teacher's

types of clothing labelled with the  
l select proper individual articles  
r himself to the teacher's satisfaction

ll state the size of 5 of the following  
to him: shoes, socks, stockings,  
rt, blouse, dress, belt, etc.

Try to arrange a trip to a clothing store for small groups  
of students to determine their clothing sizes. Make up a  
card for each student with spaces provided for him to  
write his clothing sizes.

Discuss that sizes vary from brand to brand so its a  
good idea to try things on before buying them. Discuss  
the importance of being clean and free from odor when  
trying on clothing. Wear socks or stockings to try on sho  
If a trip to a store is impossible, give the students  
the card to fill in and ask them to look for sizes in  
clothing they have at home. Ask students to bring in  
something from home that has the size marked in it that  
others may try on.

201

202

Junior High Social - 4 - Selects appropriate apparel (See JS21)

JS4.1 The student will select from samples of clothing, or will describe clothing, appropriate for the following situations: school, church, job interview, and three different social situations such as picnic, prom, informal party, roller skating, etc. to the teacher's satisfaction.

JS4.2 Given a written or oral invitation to a party in which dress is specified, the student will describe clothing he could wear to that party to the teacher's satisfaction.

JS4.3 Given pictures of various styles of clothing and given pictures of people with different body builds, the student will select appropriate clothing for the different figures with 90% accuracy.

JS4.4 The student will describe his own body build including good and poor features to the satisfaction of the teacher.

Arrange a trip to a clothing group. Have the group select the task of picking out a occasion. When the student discuss it with the group

Have students choose outfit. Let one student pick out discuss the choices.

FR - On The Job

203

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

4 - Selects appropriate apparel (See JS21)

will select from samples of clothing, clothing, appropriate for the following occasions such as church, job interview, and three occasions such as picnic, prom, informal, etc. to the teacher's satisfaction.

When given an oral invitation to a party specified, the student will describe the party to that party to the teacher's

of various styles of clothing and people with different body builds, the student will select appropriate clothing for the occasion with 90% accuracy.

will describe his own body build and body features to the satisfaction of

Arrange a trip to a clothing store for a small group. Have the group sit down and give each person the task of picking out an outfit for a specific occasion. When the student returns with his choice, discuss it with the group.

Have students choose outfits for particular body builds. Let one student pick out the clothing for another - discuss the choices.

FR - On The Job

Junior High Social - 5 - Is able to plan simple, well-balanced meals

JS5.1 Given a chart of the four basic foods (breads, cereals, and other grains; meat and meat substitutes; milk and milk products; and fruits and vegetables) and a list of 30 food items, the student will list the foods under the appropriate group with 90% accuracy.

Write the names of food items on student several cards. Insert cards under the proper food group - make two teams and have each team to put all its cards in the

JS5.2 Given a chart of the four basic food groups and given daily menus which lack foods from one of the groups, the student will identify which group is lacking from each menu with 90% accuracy.

Fast Thinking exercise - Write down the names of food items that you think of in a particular food group (See JS2) (See Appendix B)

Junior High Social - 6 - Can order a well balanced meal at a restaurant.

JS6.1 Presented with role playing situation and a menu, the student will order a well balanced meal, as observed by the teacher.

Make a menu on a ditto. Have students role play ordering food. Have them write down his order. Beside each item write the group it belongs to.

JS6.2 Presented with an actual experience, in a restaurant, the student will order from a menu a well balanced meal, as observed by the teacher.

Plan to eat at a restaurant. Remind students that you are looking for well balanced meals.

205



5 - Is able to plan simple, well-balanced meals

of the four basic foods (breads, grains; meat and meat substitutes; fruits; and fruits and vegetables) and meats, the student will list the foods in each group with 90% accuracy.

Write the names of food items on cards. Give each student several cards. Instruct each one to tack his cards under the proper food group. This could be a relay - make two teams and distribute card. First team to put all its cards in the proper place wins.

of the four basic food groups and which lack foods from one of the groups, identify which group is lacking from each group.

Fast Thinking exercise - Write all the foods you can think of in a particular food group in 30 seconds. (See JS2) (See Appendix B)

6 - Can order a well balanced meal at a restaurant

in a role playing situation and a menu, order a well balanced meal, as observed

Make a menu on a ditto. Have each student write down his order. Beside each item have him indicate the food group it belongs to.

from an actual experience, in a restaurant, order from a menu a well balanced meal, as observed.

Plan to eat at a restaurant on one of your field trips. Remind students that you are watching to see who orders well balanced meals.

205

206

Junior High Social - 7 - Can take simple telephone messages and knows emergency procedure for secure help (See JL4.2, ISp10, ISp11)

JS7.1 Placed in a role playing situation involving the use of the telephone, the student will receive and record a simple message, to the teacher's satisfaction.

If there is a telephone in at the office call your number to give each student a message. simulate a phone call to see if he got the message.

JS7.2 When asked to name 4 local agencies that aid in emergencies, the student will cite the fire department, the police department, the hospital, and local funeral homes, etc. with 100% accuracy.

Before simulating emergency emergency to the class and would call in each case. List emergency numbers in the local directory.

JS7.3 In a role playing situation, the student will correctly dial and report an emergency for a fire, an accident, a robbery, and medical emergency to the teacher's satisfaction.

Simulate calls to the various agencies and report an imaginary emergency.

Discuss the emergency telephone number. (Dial 911 and the streets).

JS7.4 In a role playing situation, the student will dial 0 for operator, when the number of concern is not readily available, with 100% accuracy.

Simulate emergency calls to the police, fire, and hospital.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

7 - Can take simple telephone messages and knows emergency procedure for the telephone operation to secure help (See JL4.2, ISp10, ISp11)

role playing situation involving the use of the telephone. The student will receive and record a message and report the teacher's satisfaction.

If there is a telephone in your building, have someone at the office call your number. Arrange for this person to give each student a message. If this is not possible simulate a phone call to each student. Check to see if he got the message.

name 4 local agencies that aid in emergency situations. The student will cite the fire department, police, the hospital, and local funeral home with 100% accuracy.

Before simulating emergency phone calls, describe an emergency to the class and have students tell who they would call in each case. Let students look up these emergency numbers in the local telephone directory.

role playing situation, the student will report an emergency for a fire, an accident, and medical emergency to the telephone operator with 100% accuracy.

Simulate calls to the various agencies having students report an imaginary emergency.

Discuss the emergency telephone system if your community has one. (Dial 911 and the Emergency telephone on the streets).

Simulate emergency calls to the operator.

role playing situation, the student will report an emergency when the number of concern is not known with 100% accuracy.

208

207

Junior High Social - 8 - Recognizes feelings, impulses, drives, and emotions and learns to

JS8.1 Shown pictures or given verbal descriptions of people under various situations, the student will name an appropriate feeling, emotion, drive, etc. being experienced by that person, e.g. happiness, joy, sorrow, loneliness, affection, anger, love, hate, sympathy, etc.

Have students find pictures seem to be experiencing particular collage of these pictures and

Pick out particular picture have ever felt like the person to share the experience.

Include pictures that show

JS8.2 The student will name 3 needs (other than material ones) shared by all people: e.g. love, affection, attention, belonging.

When an emotional situation discuss the feeling and action. This may not be possible until for a day or two.

JS8.3 Given the needs of love, affection, and belonging, the student will state to the teacher's satisfaction, an appropriate way to obtain these needs.

FR - You.  
DLM - Faces Of Youth Poster  
Follett - Accent/Personality

JS8.4 The student will state, as a situation occurs involving happiness, sadness, sympathy, the emotion he feels to the teacher's satisfaction.

JS8.5 The student will demonstrate an emotion he feels (anger, empathy, impatience), with adequate control of himself to the teacher's satisfaction.

200

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

8 - Recognizes feelings, impulses, drives, and emotions and learns to cope with them.

es or given verbal descriptions of people  
tions, the student will name an  
emotion, drive, etc. being experienced  
happiness, joy, sorrow, loneliness,  
love, hate, sympathy, etc.

will name 3 needs (other than material  
people: e.g. love, affection,  
g.

eds of love, affection, and  
ent will state to the teacher's  
appropriate way to obtain these needs.

will state, as a situation occurs  
, sadness, sympathy, the emotion he  
r's satisfaction.

will demonstrate an emotion he feels  
(patience), with adequate control of  
her's satisfaction.

Have students find pictures in magazines of people who  
seem to be experiencing particular emotions. Make a  
collage of these pictures and give it a title.

Pick out particular pictures and ask students if they  
have ever felt like the person in the picture. Ask them  
to share the experience.

Include pictures that show boy-girl relationships.

When an emotional situation occurs in the classroom,  
discuss the feeling and actions of people involved.  
This may not be possible until emotions have cooled  
for a day or two.

FR - You  
DLM - Faces Of Youth Posters  
Follett - Accent/Personality, You And Your Needs, Lessons  
2 and 3

210

JS8.6 The student will exhibit appropriate behavior during emotional situations involving other people to the teacher's satisfaction.

JS8.7 When asked how one feels romantically towards the opposite sex, the student will state that the feeling of love and protection and physical attractions are some of the feelings involved, to the teacher's satisfaction.

Junior High Social - 9 - Develops acceptable boy-girl relationships and knows acceptable d

JS9.1 The student will state 3 socially acceptable behaviors expected of a boy, to the teacher's satisfaction e.g. manner of dress and grooming, manner of speaking conduct among others.

JS9.2 The student will state 3 socially acceptable behaviors expected of a girl, to the teacher's satisfaction. e.g. manner of dress, and grooming, manner of speaking, conduct among others.

JS9.3 During conversation and role playing situations, the students will display acceptable behavior, and attitudes towards the concept of a good boy-girl relationship to the teacher's satisfaction.

During daily activities, dif  
for boys and girls. For ex  
difficulty moving something  
one of the boys to help her  
open doors and pull out cha  
expected to allow a gentlem  
barging through doors before  
open it.

Role play asking for a date  
meeting parents, etc.

FR - You

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

will exhibit appropriate behavior  
situations involving other people  
satisfaction.

How one feels romantically towards the  
student will state that the feeling of  
and physical attractions are some of  
it, to the teacher's satisfaction.

9 - Develops acceptable boy-girl relationships and knows acceptable dating procedures.

will state 3 socially acceptable  
of a boy, to the teacher's satisfaction  
and grooming, manner of speaking

will state 3 socially acceptable  
of a girl, to the teacher's  
manner of dress, and grooming, manner  
among others.

ation and role playing situations, the  
acceptable behavior, and attitudes  
of a good boy-girl relationship to  
action.

During daily activities, discuss appropriate behaviors  
for boys and girls. For example: If a girl is having  
difficulty moving something heavy, suggest that she ask  
one of the boys to help her. Boys are expected to  
open doors and pull out chairs for girls. Girls are  
expected to allow a gentleman to be a gentleman by not  
barging through doors before the boy has a chance to  
open it.

Role play asking for a date, picking up a date at home,  
meeting parents, etc.

FR - You

JS9.4 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one asks for and accepts or declines a date including: 1. Introduce one self (boy only) 2. Have planned social event in mind 3. Let girl know the type of event (or occasion) 4. Should be aware of proper attire for the event or occasion (girl or boy) 5. Accepting or politely declining the date.

JS9.5 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one leaves for a date including: 1. Arrive on time 2. Initiate a pleasant conversation 3. Meet parents (optional) 4. Be dressed appropriately 5. Let someone know where you are going and what time to expect your return 6. Have emergency funds (for fare home).

Junior High Social - 10 - Accepts and profits from constructive criticism

JS10.1 When being criticized, the student will display neutral and non-hostile behavior, 90% of the time.

A great deal of tact and understanding shown by the teacher. It must be reinforced that criticism is to the student.

JS10.2 After receiving constructive criticism concerning a task and given an opportunity to repeat the task, the student will make the necessary corrections 90% of the time.

214



SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

11 demonstrate his knowledge of  
cedures by stating or acting out  
sfaction, how one asks for and accepts  
cluding: 1. Introduce one self  
planned social event in mind 3. Let  
event (or occasion) 4. Should be  
e for the event or occasion (girl or  
r politely declining the date.

11 demonstrate his knowledge of  
cedures by stating or acting out  
sfaction, how one leaves for a date  
e on time 2. Initiate a pleasant  
t parents (optional ) 4. Be dressed  
t someone know where you are going  
ct your return 6. Have emergency

10 - Accepts and profits from construtive criticism

itisized, the student will display  
le behavior, 90% of the time.

ng constructive criticism concerning  
ppportunity to repeat the task, the  
necessary corrections 90% of the time.

A great deal of tact and understanding must be exhibited  
by the teacher. It must be explained and continually  
reinforced that criticism is necessary and beneficial  
to the student.

214

Junior High Social - 11 - Knows and practices care of all property, both personal and public

JS11.1 When asked where specific items of his personal property should be stored, the student will answer correctly to the teacher's satisfaction. (Clothes-in closets, underwear in drawers, brush-bathroom, etc.)

Discuss with students that a closet will get less wrinkled in a drawer.

Discuss reasons for care of property on field trips emphasize proper property.

JS11.2 The student will demonstrate adequate care, storage and use of his personal property in school to the teacher's satisfaction

JS11.3 The student will state 6 ways to use and/or misuse all school property, while indoors or outdoors to the teacher's satisfaction.

JS11.4 The student will name six types of public facilities that should be treated with the proper care to the teacher's satisfaction. (e.g. public parks, public transportation. Sidewalks and lawns, highways, recreation centers, movies, etc.)

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

1. Knows and practices care of all property, both personal and public

re specific items of his personal  
red, the student will answer  
er's satisfaction. (Clothes-in  
drawers, brush-bathroom, etc.)

Discuss with students that clothing that hangs in a  
closet will get less wrinkled than things kept in a  
drawer.  
Discuss reasons for care of public property. When going  
on field trips emphasize proper behavior toward public  
property.

11 demonstrate adequate care,  
personal property in school to  
tion

11 state 6 ways to use and/or  
erty, while indoors or outdoors to  
tion.

11 name six types of public  
be treated with the proper care  
faction. (e.g. public parks, public  
walks and lawns, highways, recreation

216

215

JS11.5 The student will exhibit proper care of and handling of all public property and facilities as observed by and to the satisfaction of the teacher.

JS11.6 The student will state 3 reasons why one should respect the property of others and public property to the teacher's satisfaction.

Junior High Social - 12 - Assumes personal responsibilities and is trustworthy.

JS12.1 The student will adjust to and accept changes in regular classroom procedures or routines to the teacher's satisfaction.

Discuss the meaning of the word responsibility.  
Write a list of responsibilities.  
Students categorize them as school, or job.  
Discuss what happens when one is responsible.

JS12.2 The student will display responsible behavior by completing and turning in class assignments and projects on time and appearing for appointments and class with promptness to the teacher's satisfaction.

JS12.3 The student will state three responsibilities of a class member, family member and an employee, to the teacher's satisfaction.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

will exhibit proper care of and  
property and facilities as  
the satisfaction of the teacher.

will state 3 reasons why one should  
of others and public property to the  
n.

12 - Assumes personal responsibilities and is trustworthy

will adjust to and accept changes  
procedures or routines to the teacher's

Discuss the meaning of the word "responsibility."  
Write a list of responsibilities on the board and have  
students categorize them as responsibilities to family,  
school, or job.  
Discuss what happens when one fails to meet responsibilities

will display responsible behavior  
in class assignments and projects  
for appointments and class with  
teacher's satisfaction.

will state three responsibilities of  
a member and an employee, to the  
n.

217

218

# TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family member and compromise with others in the family, and knowledge of household management skills.

## Self and the Family

Junior High Social - 13 - Understands the roles of family members and their responsibilities

JS13.1 The student will state three responsibilities of families such as: provide financial support of children, provide for education and training of children, provide a comfortable home for the family members, provide emotional support and some of the non-material needs of family members (love, affection, attention, belonging, etc.)

Make a list of family responsibilities and indicate for which family member each is responsible.

Discuss why it is important for each family member to have a part.

Encourage students to relate to family members. If these are unpleasant experiences, discuss their own family of the future.

Ask students to suggest ways to help take some of the responsibilities.

FR - Foundations of Citizenship  
Fearon, The young American  
McGraw-Hill Filmslips, Ch

JS13.2 The student will state to the teacher's satisfaction three responsibilities all family members have for each other, e.g. respect for privacy, compromising when necessary, sharing in work around the house, listening to each other, helping each other, trusting and being trustworthy, etc.

JS13.3 The student will state to the teacher's satisfaction 4 special responsibilities of parents. e.g. providing economic support of children, seeing that children get medical care, providing for education, training, and socialization of children, providing for safety of children, helping children develop feelings of self-worth and independence, etc.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

TERMINAL OBJECTIVE

demonstrate an understanding of the responsibilities of family members, an ability to cooperate with others in the family, and knowledge of household management skills.

Self and the Family

13 - Understands the roles of family members and their responsibilities

will state three responsibilities  
provide financial support of children  
and training of children, provide a  
the family members, provide  
some of the non-material needs  
love, affection, attention, belonging,

will state to the teacher's satisfaction  
all family members have for each  
for privacy, compromising when  
work around the house, listening  
to each other, trusting and being

will state to the teacher's satisfaction  
abilities of parents. e.g. providing  
children, seeing that children get  
ing for education, training, and  
providing for safety of  
develop feelings of self-worth

Make a list of family responsibilities and have students  
indicate for which family members each is appropriate.

Discuss why it is important for each member to do his  
part.

Encourage students to relate to their own family situation.  
If these are unpleasant encourage students to try to make  
their own family of the future better.

Ask students to suggest things they could do at home to  
help take some of the responsibility off their parents.

FR - Foundations of Citizenship, Book One  
Fearon, The young American Series, In Your Family  
McGraw-Hill Filmstrips, Child Care and Development

JS13.4 Presented with a simulated family situation, the student will pick out what family member is fulfilling which role with 80% accuracy.

JS13.5 Presented with a simulated family situation which is in story form in which one member is not fulfilling his responsibilities, the student will project one possible outcome to the satisfaction of the teacher.

Junior High Social - 14 - Knows the roles of family members in the community

JS14.1 The student will describe to the teacher's satisfaction one way a family is like a small community e.g. work toward common goals, line of authority, each member has contribution to make, etc.

Expand the concept of the neighborhood as a community

Discuss responsibilities the community and what can happen

Start a project or work on a community group with which

JS14.2 Given a real or hypothetical community problem (e.g. getting people to the polls, providing a place for children to play, understaffed hospital, etc.) , the student will state at least one way his family could help.

FR - Foundations of Citizen  
Fearon, The Young American  
Community

JS14.3 The student will name at least one organization for children or teenagers and one for adults which carry on community service project. e.g. Scouts, FFA and FHA, Church groups, Rotary, Jacees, Lyons, etc.

221

221



SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

In a simulated family situation,  
out what family member is fulfilling  
accuracy.

In a simulated family situation which is  
one member is not fulfilling his  
student will project one possible  
action of the teacher.

14 - Knows the roles of family members in the community

Will describe to the teacher's  
a family is like a small community  
on goals, line of authority, each  
on to make, etc.

or hypothetical community problem  
to the polls, providing a place for  
(staffed hospital, etc.) , the  
least one way his family could

Will name at least one organization  
ers and one for adults which  
vice project. e.g. Scouts, FFA and  
tary, Jacees, Lyons, etc.

Expand the concept of the family as a community to the  
neighborhood as a community to the community as a whole.

Discuss responsibilities that individuals have to the  
community and what can happen if these are not met.

Start a project or work on a project in conjunction with  
a community group with which the student can identify.

FR - Foundations of Citizenships, Book One, Ch. 3  
Fearon, The Young American Series, In Your Family, In Your  
Community

2001

272

JS14.4 Given the opportunity to participate in a community service project, the student will participate in at least one such project. e.g. baby-sitting while people vote, picking up litter, planting trees and shrubs, visiting the elderly, collecting for UNICEF, collecting paper and aluminum etc.

Junior High Social - 15 - Demonstrates pride in family life

JS15.1 In private talks or class discussion, the student will respond in a positive manner (a smile, positive comment, etc.) when reference is made to his family 75% of the time.

Encourage students to appreciate "Family Appreciation Week".  
special things for parents.  
Invite parents to school for

JS15.2 In private talks or class discussions, the student will spontaneously contribute positive information about his family and their activities three times during the school year.

Junior High Social - 16 - Achieves understanding of his position and contribution to the home

JS16.1 The student will state to the satisfaction of the teacher, two things he does or can do at home to make things operate more smoothly and explain what happens if he does not fulfill his responsibility.

Discuss the legal relations  
(See JS13)

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

portunity to participate in a  
ject; the student will participate  
project. e.g. baby-sitting while  
up litter, planting trees and shrubs,  
collecting for UNICEF, collecting  
c.

15 - Demonstrates pride in family life

lks or class discussion, the student  
itive manner (a smile, positive  
ference is made to his family 75%

Encourage students to appreciate their families. Have  
"Family Appreciation Week". Encourage students to do  
special things for parents. Make gifts for parents.  
Invite parents to school for refreshments.

lks or class discussions, the  
ously contribute positive  
family and their activities  
e school year.

16 - Achieves understanding of his position and contribution to the home

ll state to the satisfaction of the  
e does or can do at home to make  
moothly and explain what happens  
his responsibility.

Discuss the legal relationship between parent and child  
(See JS13)

ate  
ent or guardian and the child who

Junior High Social - 17 - Knows good housekeeping

JS17.1 Provided with the opportunity of working in a kitchen (or where facilities are unavailable, given pictures or models of a kitchen), the student will list all the things in the kitchen which must be cleaned, how often they must be done, and equipment and supplies needed for these chores.

Ask students to name the different furniture in each room. Write the name of each student as many chores as they can think of to be done there. Have them name the equipment and describe procedures for cleaning the common types of cleaning agents. Label the furniture and discuss. (See

JS17.2 Provided with the opportunity of working in a bathroom (or where facilities are unavailable, given pictures or models of a bathroom), the student will list all of the things in the bathroom which must be cleaned, how often they must be done, and equipment and supplies needed.

-----  
Fearon Young American Series

JS17.3 Provided with the opportunity of working in a living room (or where facilities are unavailable, given pictures or models of living room); the student will list all of the things in the living room which must be cleaned, how often they must be done, and equipment and supplies needed.

JS17.4 Provided with the opportunity of working in a bedroom (or where facilities are unavailable, given pictures or models of bedrooms), the student will list all of the things in the bedroom which must be cleaned, how often they must be done, and equipment and supplies needed.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

17 - Knows good housekeeping

the opportunity of working in a  
ilities are unavailable, given pictures  
(n), the student will list all the  
which must be cleaned, how often  
equipment and supplies needed for

the opportunity of working in a  
ilities are unavailable, given  
(a bathroom), the student will list  
the bathroom which must be cleaned,  
e done, and equipment and supplies

the opportunity of working in a living  
ies are unavailable, given pictures  
(room), the student will list of all of  
ing room which must be cleaned, how  
e, and equipment and supplies needed.

the opportunity of working in a  
ilities are unavailable, given  
(bedrooms), the student will list  
he bedroom which must be cleaned,  
done, and equipment and supplies

Ask students to name the different rooms in most homes and describe the furniture or other facilities usually found in each room. Write the name of a room on the board. Have students name as many chores as they can think of that must be done there. Have them name the kinds of cleaning products and describe procedures for using them. Bring some of the common types of cleaning agents and tools to class. Read the labels and discuss. (See Appendix F)

-----  
Fearon Young American Series, In Your Family

26

JS17.5 The student will demonstrate the ability to properly complete at least 50% of the household chores in Appendix F to the satisfaction of the teacher. (Note: If facilities are unavailable at the school the student may complete the tasks at a private home with results being reported to teacher.)

Junior High Social 18 - Understands home utilities and maintenance (See JC19)

JS18.1 The student will state the sources of water in his home (i.e., well or city water) with 100% accuracy.

If students don't know the ask at home and report back utilities plant or sewer pl

JS18.2 Given a circuit breaker box or fuse box, the student will demonstrate to the teacher's satisfaction how to turn on a circuit or change a fuse.

Show the students circuit school.

Have students find out where water and electricity in the would be necessary.

JS18.3 The student will describe one circumstance under which the electricity, gas, and water should be turned off to the teacher's satisfaction.

JS18.4 The student will describe or demonstrate to the teacher's satisfaction how to turn off one of the following: the electricity, the gas, or the water.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

will demonstrate the ability to  
least 50% of the household chores  
e satisfaction of the teacher. (Note: If  
ilable at the school the student  
ks at a private home with results  
acher.)

18 - Understands home utilities and maintenance (See JC19)

will state the sources of water in  
(or city water) with 100% accuracy.

If students don't know the source of their water have the  
ask at home and report back. Take a trip to the city  
utilities plant or sewer plant.

uit breaker box or fuse box, the student  
the teacher's satisfaction how to turn  
ge a fuse.

Show the students circuit breaker boxes or fuse boxes at  
school.

will describe one circumstance under  
y, gas, and water should be turned off  
isfaction.

Have students find out where and how to turn off the  
water and electricity in their homes. Discuss when this  
would be necessary.

will describe or demonstrate to the  
on how to turn off one of the  
ricity, the gas, or the water.

JS18.5 The student will demonstrate to the teacher's satisfaction how to change a light bulb.

JS18.6 Given a choice of tools for yard maintenance, the student will select the appropriate tools for three different tasks. e.g. mowing grass, raking, trimming shrubbery.

Junior High - 19 - Knows about repair services

JS19.1 The student will name two home repair services a homeowner might need. e.g. roofing, plumbing, electrical.

JS19.2 The student will name three major appliances which may need repair. e.g. washing machine, T.V., refrigerator, oven, etc.

JS19.3 Given a real or hypothetical situation in which a major appliance needs repair, the student will locate contact and get an estimate from a repair service to the teacher's satisfaction.

JS19.4. Given an estimate for repair of a major or small appliance not under warrantee and given the cost of a new appliance, the student will compute the difference and determine whether the repair is economically worthwhile to the teacher's satisfaction.

Discuss with the students a home that might need repair, personal experiences along with importance of buying appliances from a company, the

Show pictures of items and them - JS19.3 and JS19.4.

Make up repair bills or bring them to analyze.



SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY.

11 demonstrate to the teacher's  
change a light bulb.

of tools for yard maintenance,  
t the appropriate tools for three  
mowing grass, raking, trimming.

ws about repair services

1 name two home repair services a  
e.g. roofing, plumbing, electrical.

1 name three major appliances  
e.g. washing machine, T.V.,

hypothetical situation in which  
s repair, the student will locate  
mate from a repair service to the

te for repair of a major or small  
rrantee and given the cost of a  
dent will compute the difference and  
repair is economically worthwhile to  
on.

Discuss with the students the kinds of things around  
a home that might need repair. Encourage them to share  
personal experiences along this line. Discuss the  
importance of buying appliances that require repair  
services from a company that furnishes these services.

Show pictures of items and make up situations concerning  
them - JS19.3 and JS19.4.

Make up repair bills or bring in real ones for students  
to analyze.

JS19.5 Given a repair bill, the student will indicate the cost of parts, labor, tax, and the total cost with 100% accuracy.

Junior High Social - 20 - Is aware of the necessity for family budgeting and knows role of money (See JA(M)6)

JS20.1 The student will state to the teacher's satisfaction why family budgeting is necessary.

See JA(M)6 for activities and

JS20.2 The student will name the person or persons in a household normally responsible for budgeting family income, to the teacher's satisfaction.

JS20.3 The student will list at least six items that should appear on a budget. e.g. food, shelter (or housing, rent, etc.); medical expenses, utilities, incidental household items, transportation, savings, employment expenses, extra spending or miscellaneous.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

bill, the student will indicate the tax, and the total cost with 100%

20 - Is aware of the necessity for family budgeting and knows role of parents in wise budgeting of money (See JA(M)6)

21 state to the teacher's satisfaction is necessary.

See JA(M)6 for activities and resources concerning budget

21 name the person or persons in responsible for budgeting family's satisfaction.

21 list at least six items that get. e.g. food, shelter (or medical expenses, utilities, items, transportation, savings, extra spending or miscellaneous.

231

232

Junior High Social - 21 - Selects and cares for family clothing (See JS4)

JS21.1 Given a catalog or pictures of clothing, the student will list or make a chart of realistic clothing needs for a woman, a man, a boy, a girl, and a baby living in a given location, to the teacher's satisfaction.

Give out catalogs and instructions suitable for a given reason etc. First student to find point.

JS21.2 Given two or more similar articles of clothing the student will describe to the teacher's satisfaction, the difference (if any) between the articles as relating to eight of the following (1) size (2) style and color (3) quality of materials or workmanship (4) price (5) needed care (6) appropriateness for different occasions (7) appropriateness to individual (8) appropriateness to weather (9) comfort (10) predicted length of wearability.

Bring in several common wash examples on ditto masters and ask students to bring some with a label. Discuss why these experiences of ruining articles washing procedures.

Encourage students to bring in for repair.

Have each student make an article (See JS4)

JS21.3 Given a real or simulated situation in which a new article of clothing is needed for himself or another family member, and given at least three examples of that article, the student will select one and explain to the teacher's satisfaction why he selected that one above the others.

McGraw Hill Filmstrips, Children's Clothing Needs of Children

JS21.4 Given labels from clothing describing laundering or cleaning instructions, the student will read the label and describe what the instructions mean to the teacher's satisfaction.

21 - Selects and cares for family clothing (See JS4)

log or pictures of clothing, the student chart of realistic clothing needs for a girl, and a baby living in a given child's satisfaction.

more similar articles of clothing, the student to the teacher's satisfaction, (any) between the articles as relating to (1) size (2) style and color (3) quality or workmanship (4) price (5) appropriateness for different occasions (6) individual (8) appropriateness to (10) predicted length of wearability.

or simulated situation in which a new item is needed for himself or another given at least three examples of that item will select one and explain to the class on why he selected that one above

from clothing describing laundering instructions, the student will read the label and explain the instructions to the teacher's

Give out catalogs and instruct students to find clothing suitable for a given reason like work shoes, dress jacket etc. First student to find an appropriate item wins a point.

Bring in several common washing labels or draw some examples on ditto masters and discuss the terms used. Ask students to bring something from home that has such a label. Discuss why these labels are important. Share experiences of ruining articles because of incorrect washing procedures.

Encourage students to bring clothing that is in need of repair.

Have each student make an apron.  
(See JS4)

-----  
McGraw Hill Filmstrips, Child Care and Development:  
Clothing Needs of Children

204

203

JS21.5 Given a washable article of clothing which may bleed, the student will test it for colorfastness and determine whether it must be washed separately, to the teacher's satisfaction.

JS21.6 In a school laundering center, a private home, or a laundromat, the student will correctly use an automatic washing machine to the teacher's or supervisor's satisfaction including: not overloading the machine, using appropriate amounts of detergent and other laundry aids, and correctly operating the machine.

JS21.7 The student will demonstrate to the teacher's satisfaction how to make 3 of the following sewing repairs including selecting appropriate materials, using equipment correctly, using appropriate stitches and technique: sew a button on a shirt or blouse, sew a button on a coat, repair a split seam (by hand), repair a hem.

JD21.8 Given help from the teacher with measuring and pinning a hem, the girl student will lengthen or shorten a skirt or dress selecting and using appropriate materials and stitches to the satisfaction.

JS21.9 The girl student will sew a straight seam using a sewing machine, to the teacher's satisfaction.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

able article of clothing which may  
will test it for colorfastness and  
must be washed separately, to the  
m.

laundering center, a private home,  
student will correctly use an  
chine to the teacher's or supervisor's  
g: not overloading the machine, using  
f detergent and other laundry aids,  
ng the machine.

will demonstrate to the teacher's  
ake 3 of the following sewing  
ecting appropriate materials, using  
using appropriate stitches and  
on on a shirt or blouse, sew a button  
split seam (by hand), repair a hem.

om the teacher with measuring and  
rl student will lengthen or shorten  
cting and using appropriate materials  
atisfaction.

ent will sew a straight seam using  
the teacher's satisfaction.

Junior High Social - 22 - Knows the importance of proper care of infants

JS22.1 The student will explain to the teacher's satisfaction the meaning of the term "prenatal care".

Invite a nurse or doctor to prenatal care.

JS22.2 The student will explain to the teacher's satisfaction why sufficient prenatal care is necessary.

Bring in some basic baby care the use of each. If possible baby. Take slides and have to go along with each slide

JS22.3 The student will name three infant needs which must be provided by parents. e.g. food, clothing, shelter, protection, love.

McGraw Hill Filmstrips, Inf 1 and 2.

JS22.4 The student will state one consequence of an infant lacking each of the following: food, clothing, shelter, protection, love.

JS22.5 The student will name the two ways of feeding an infant, i.e., breast or bottle feeding.

JS22.6 Given 4 different circumstances, the student will list appropriate infant clothing, for those circumstances (e.g. asleep on a warm evening, outdoors, on a cool day, etc.)



22 - Knows the importance of proper care of infants

will explain to the teacher's  
ning of the term "prenatal care".

will explain to the teacher's  
efficient prenatal care is necessary.

will name three infant needs which  
parents. e.g. food, clothing, shelter,

will state one consequence of an  
of the following: food, clothing,  
love.

will name the two ways of feeding an  
or bottle feeding.

erent circumstances, the student will  
ant clothing, for those circumstances  
rm evening, outdoors, on a cool day,

Invite a nurse or doctor to talk with students about  
prenatal care.

Bring in some basic baby care items if possible. Discuss  
the use of each. If possible have someone bring in a real  
baby. Take slides and have students write a narrative  
to go along with each slide.

McGraw Hill Filmstrips, Infant Care and Development, Sets  
1 and 2.

208

JS22.7 Given an infant size doll, the student will demonstrate to the teacher's satisfaction the proper way to hold an infant for feeding and bathing.

239

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SELF AND FAMILY

ant size doll, the student will  
teacher's satisfaction the proper way  
r feeding and batning.

239

240

### TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the rights and property of others and the respect for citizenship. He will have sufficient knowledge of community services such that he can live in the community.

Junior High Social - 23 - Achieves proper conduct in classroom, restroom, hall, and auditorium.

JS23.1 The student will conduct himself properly in classroom, restroom, halls, auditorium, etc. to the teacher's satisfaction 80% of the time.

Give special privileges to going to lunch early (if applicable), going to the store doing a crafts project, etc.

Junior High Social - 24 - Achieves satisfactory relationships with all school personnel

JS24.1 During daily school activities, the student will show proper respect towards all school personnel to the satisfaction of the teacher.

Discuss the expected attitude. Involve as many school personnel as possible in the program.

Junior High Social - 25 - Knows and practices proper care of all property, both personal and school property.

JS25.1 The student shows proper care of personal property such as clothing, supplies (example: Pencil, pocket money, notebook) to the teacher's satisfaction.

Instill the idea that it is important to take care of personal and school property daily. If the students know the importance of property, they are more likely to take care of it.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

TERMINAL OBJECTIVE

demonstrate respect for the rights and property of others and the responsibilities of good  
1 have sufficient knowledge of community services such that he can live independently

23 - Achieves proper conduct in classroom, restroom, hall, and auditorium

will conduct himself properly in  
halls, auditorium, etc. to the  
on 80% of the time.

Give special privileges to those who have been good like  
going to lunch early (if acceptable according to school  
rules), going to the store to buy supplies for projects,  
doing a crafts project, etc.

24 - Achieves satisfactory relationships with all school personnel

school activities, the student will  
towards all school personnel to the  
teacher.

Discuss the expected attitude toward school personnel.  
Involve as many school personnel as possible in the  
program.

25 - Knows and practices proper care of all property, both personal and public and encourages other  
to do

shows proper care of personal property  
plies (example: Pencil, pocket  
the teacher's satisfaction.

211

Instill the idea that it is important to take care of  
personal and school property by continually emphasizing it  
daily. If the students know the teacher thinks it is  
important, they are more likely to respond accordingly.

217

JS25.2 The student will show proper care of school property such as tables, desks, walls, floors, restrooms, etc. to the teacher's satisfaction.

JS25.3 Given a mock situation in which another student is about to deface or destroy property, the student will attempt to convince the other student not to do so, to the teacher's satisfaction.

Junior High Social - 26 - Practices emergency procedures for fire and storms (See JS. 7, JP1

JS26.1 Upon hearing a fire alarm, the student will demonstrate correct evacuation procedures to the teacher's satisfaction.

Practice the fire alarm procedure can perform satisfactorily in fire situations. Make posters and cautions: Unplug electrical items in the yard, etc.

JS26.2 Given an actual or simulated storm watch, the student will state 2 precautions he can take to the teacher's satisfaction.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

11 show proper care of school  
s, desks, walls, floors,  
teacher's satisfaction.

situation in which another student  
destroy property, the student will  
e other student not to do so, to  
tion.

6 - Practices emergency procedures for fire and storms (See JS 7, JP14)

fire alarm, the student will  
acuation procedures to the

Practice the fire alarm procedures until the students  
can perform satisfactorily during fire drills or actual  
fire situations. Make posters showing storm watch pre-  
cautions: Unplug electrical appliances, bring in loose  
items in the yard, etc.

1 or simulated storm watch, the  
recautions he can take to, the

243

241

Junior High Social - 27 - Knows various procedures for civil defense, farm accidents, and (See JS7, JP15, JP16)

JS27.1 After listening to a radio civil defense broadcast test, the student will state to the teacher's satisfaction, what he would do in a real civil defense emergency.

JS27.2 The student will state at least one building in the community designated for civil defense.

JS27.3 Presented with situations involving farm accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

JS27.4 Presented with situations involving construction accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

Contact your local civil defense information. See publication.

Invite the agriculture teacher agent, to talk about farm accidents that are common.

U.S. Government Printing Office  
In Time of Emergency

246

245



27 -- knows various procedures for civil defense, farm accidents, and construction accidents  
(See JS7, JP15, JP16)

ng to a radio civil defense broadcast  
l state to the teacher's  
e would do in a real civil defense

Contact your local civil defense office for this  
information. See publication below.

Invite the agriculture teacher, or agricultural extension  
agent, to talk about farm safety and the types of  
accidents that are common.

will state at least one building in the  
for civil defense.

U.S. Government Printing Office: 1969 O-352-860,  
In Time of Emergency

th situations involving farm accidents,  
te the proper emergency procedures to  
the teacher.

th situations involving construction  
nt will state the proper emergency  
tisfaction of the teacher.

246

245

SO  
JU  
SC

Junior High Social - 28 - Practices group participation

JS28.1 The student will participate in group situations such as reading group, team sports, class projects, field trips, etc. to the satisfaction of the teacher.

Try to create a cooperative.  
Give students many opportunities  
groups.

Junior High Social - 29 - Recognizes the contribution of group activities

JS29.1 Following a group activity, the student will describe the contribution made by each member to the teacher's satisfaction.

After the completion of group  
and evaluate the activity.  
rate each other secretly on

JS29.2 Following the successful completion of a group activity, the student will describe to the teacher's satisfaction 2 alternate consequences which might have occurred had one member not contributed (e.g. activity might not have occurred had one member not contributed; activity might not have been successful; other members would have had to contribute more).

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

28 - Practices group participation

will participate in group situations  
up, team sports, class projects,  
to the satisfaction of the teacher.

Try to create a cooperative atmosphere among students.  
Give students many opportunities to work together in  
groups.

29 - Recognizes the contribution of group activities

group activities the student will  
contribution made by each member to the  
group.

After the completion of group projects take time to discuss  
and evaluate the activity. If appropriate, let students  
rate each other secretly on their performance.

the successful completion of a group  
project will describe to the teacher's  
appropriate consequences which might have  
been not contributed (e.g. activity  
had one member not contributed;  
have been successful; other members  
contribute more).

238

Junior High Social - 30 - Participates in preparation for meeting new situations - social

JS30.1 The student will state appropriate actions if a new student or teacher joins the class, if another student gets ill or dies, if he is falsely accused by another, etc. to the teacher's satisfaction.

Discuss the importance of a  
Role play situations. As n  
classroom discuss proper co

JS30.2 Given a situation in which he is a new member of a group, (e.g. moving to a new home, beginning a new job, etc.), the student will name two things he can do to become part of the group, to the teacher's satisfaction.

JS30.3 Given an example of being placed in a new situation such as a formal dinner, a different church, etc., the student will describe to the teacher's satisfaction one way he can adjust to this situation.

JS30.4 Presented with a situation such as being short changed, trying to purchase an item without enough money, etc., the student will state possible correct procedures to these situations to the satisfaction of the teacher.

249

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

30 - Participates in preparation for meeting new situations - social and economic

will state appropriate actions if a  
er joins the class, if another student  
he is falsely accused by another,  
s satisfaction.

- Discuss the importance of adjusting to new situations.  
Role play situations. As new situations arise in the  
classroom discuss proper conduct.

ation in which he is a new member of  
g to a new home, beginning a new job,  
ill name two things he can do to become  
o the teacher's satisfaction.

mple of being placed in a new  
fromal dinner, a different church,  
ill describe to the teacher's  
he can adjust to this situation.

th a situation such as being short  
urchase an item without enough money,  
ill state possible correct procedures  
to the satisfaction of the teacher.

249

250

Junior High Social - 31 - Knows characteristics of good leadership and good follower-ship

---

JS31.1 The student will state 3 characteristics of good leadership to the teacher's satisfaction.

---

JS31.2 The student will state three characteristics that make a good follower.

---

JS31.3 Placed in a leadership role, the student will exhibit at least one good leadership quality as observed by and determined by the teacher.

---

JS31.4 Placed in a situation in which he is a follower, the student will exhibit at least one good quality of a follower, as observed by and determined by the teacher.

---

Discuss qualities like: Lead ahead, be sure everyone has communicate clearly, etc. follow direction, don't try

251

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

31 - Knows characteristics of good leadership and good follower-ship

will state 3 characteristics of good  
teacher's satisfaction.

will state three characterisitcs  
power.

leadership role, the student will  
good leadership quality as observed  
the teacher.

situation in which he is a follower, the  
at least one good quality of a  
by and determined by the teacher.

Discuss qualities like: Leader: don't be bossy, plan  
ahead, be sure everyone has something to do, speak and  
communicate clearly, etc. Follower; Pay attention,  
follow direction, don't try to be boss, etc.

Junior High Social - 32 - Understands the consequences of choosing company unwisely

JS32.1 The student will describe to the teacher's satisfaction what is meant by "good" company and "poor" company.

Talk with students about choosing company unwisely with that person, poor company etc.

JS32.2 The student will state three possible consequences resulting from choosing "poor" company to the teacher's satisfaction.

Junior High Social - 33 - Is able to resolve conflicts in nonaggressive ways and can make

JS33.1 In a situation of conflict, the student will state a nonaggressive way to resolve this conflict to the teacher's satisfaction.

Role play conflict situation and have each student read these anonymously to the class. Brainstorming: Give a conflict situation and suggest any ideas they have without regard to worth or more suggestions are made, decide which are most likely to be successful.

JS33.2 In an actual situation of conflict, the student will attempt to solve the conflict in a nonaggressive way as observed by and to the satisfaction of the teacher.

25



- 32 - Understands the consequences of choosing company unwisely.

will describe to the teacher's  
s meant by "good" company and "poor"

Talk with students about the possible consequences of  
choosing company unwisely - people will associate you  
with that person, poor company may get you in trouble,  
etc.

will state three possible consequences  
sing "poor" company to the teacher's

- 33 - Is able to resolve conflicts in nonaggressive ways and can make and accept apologies graciously.

on of conflict, the student will state  
to resolve this conflict to the  
ion.

Role play conflict situations. Describe a conflict  
situation and have each student write a possible solution.  
Read these anonymously to the class and discuss.  
Brainstorming: Give a conflict situation. Have students  
suggest any ideas they have and list all on the board  
without regard to worth or appropriateness. When no  
more suggestions are made, discuss all the ideas and  
decide which are most likely to help the situation.

0 situation of conflict. the student  
ve the conflict in a nonaggressive  
and to the satisfaction of the teacher.

25

25

Junior High Social - 34 - Accepts with courtsey other classmates and their contributions

JS34.1 The student will demonstrate daily courtesy toward classmates, school mates, teachers, etc. as observed by and to the satisfaction of the teacher.

Encourage courtesy at all times. Set a "Courtesy Award of the Week".

JS34.2 The student will acknowledge the contributions and help of his classmates with an appropriate word or gesture ("Thanks", and nod and a smile, etc.) 80% of the time observed by the teacher.

Junior High Social - 35 - Can identify the family service personnel and knows when each would be needed (dentist, druggist)

JS35.1 In situations requiring a doctor or dentist, the student will state "We need a doctor; Call Dr. (Name)." ."

Make a list of some of the names of doctors and clergymen.

JS35.2 In a situation requiring aid, charity, or benevolence (Example burnt-out home, theft), the student will state "We should call Rev. (Name)." ."

Make up a simulated situation and have the student write the name and professional person to call.

JS35.3 In a situation in which medicine is needed, the student will state he would go to the druggist.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

34 - Accepts with courtsey other classmates and their contributions .

will demonstrate daily courtesy toward  
mates, teachers, etc. as observed by  
tion of the teacher.

Encourage courtesy at all times. Continually remind  
students to be polite. Set a good example. Have  
a "Courtesy Award of the Week." Let students vote.

will acknowledge the contributions  
smates with an appropriate word or  
and nod and a smile, etc.) 80% of the  
teacher.

35 - Can identify the family service personnel and knows when each would be needed (doctor, clergyman,  
dentist, druggist)

s requiring a doctor or dentist, the  
We need a doctor; Call Dr. (Name) ."

Make a list of some of the local doctors, dentists,  
and clergymen.

on requiring aid, charity, or  
burnt-out home, theft), the student  
d call Rev. (Name) ."

Make up a simulated situation and instruct students  
to write the name and profession of an appropriate  
person to call.

on in which medicine is needed, the  
e would go to the druggist.

256

Junior High Social - 36 - Knows about various services (telephone, telegraph, electricity; transportation services, hospital and health services, emergency services, fire rescue squad)

JS36.1 Given a list of services, the student will name those available in his community with 90% accuracy.

Write a list of services on books have students find out available in the community.

JS36.2 Given a need for a service which is not available in his community, the student will use previous knowledge, newspaper, or telephone book to locate that service in a nearby community.

If services are not available where they can be obtained

-----

Fearon, Young American Series

Junior High Social - 37 - Knows location of parks, stores, recreational areas, and other community facilities to everyday living

JS37.1 The student will give the name and location of the major park, store, movie theater and hospital when asked by the teacher.

Have the class as a whole do the places mentioned.

-----

JS37.2 The student will give directions to 5 community facilities in relation to the school to the teacher's satisfaction.

Fearon, Young American Series

JS37.3 When presented with a simplified map of the town, the student will write where each facility is to the satisfaction of the teacher.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

6 - Knows about various services (telephone, telegraph, electricity, newspaper, milk delivery, fuel, hospital and health services, emergency services, fire rescue squad, police, ambulance)

If services, the student will name community with 90% accuracy.

Write a list of services on the board. Using telephone books have students find out if these services are available in the community.

For a service which is not available in the community, the student will use previous knowledge, the book to locate that service in a

If services are not available locally, find out where they can be obtained nearby.

-----  
Fearon, Young American Series, In Your Community

7 - Knows location of parks, stores, recreational areas, and other community facilities important to everyday living

Students will give the name and location of the theater and hospital when asked

Have the class as a whole draw a simple map showing the places mentioned.

Students will give directions to 5 community facilities to the school to the teacher's

-----  
Fearon, Young American Series, In Your Community

Students will, with a simplified map of the town, show where each facility is to the teacher.

258

Junior High Social - 38 - Knows location of city, town or village in relation to county or

JS38.1 The student will state the name of the major cities in his community.

JS38.2 The student will give directions from his house to the nearest town or city to the teacher's satisfaction.

JS38.3 Provided with a blank map of the county with the major cities of the county drawn in with dots, the student will write in the names of the city with 90% accuracy.

Ask students to name the cities on the board. Make cr

Let each student take a turn from his home to the nearest town

Have students draw maps of the major cities.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

8 - Knows location of city, town or village in relation to county or county seat

11 state the name of the major  
y.

11 give directions from his house  
city to the teacher's satisfaction.

a blank map of the county with the  
county drawn in with dots, the student  
s of the city with 90% accuracy.

Ask students to name the cities in the county. Write  
them on the board. Make crossword puzzles.

Let each student take a turn giving directions from  
his home to the nearest town.

Have students draw maps of the county indicating  
the major cities.

Junior High Social - 39 - Knows about important current events in the community

JS39.1 The day following an important news event, the student will discuss its occurrence and summarize the facts about the occurrence to the teacher's satisfaction.

JS39.2 The student will define "current event" to the satisfaction of the teacher.

JS39.3 The student will state at least one local, one state, or one national news event each week for at least 6 weeks.

JS39.4 Given 5 news events, the student will describe to the teacher's satisfaction how at least 2 of those events will directly or indirectly affect him.

Make a Current Event Corner news items under the category national. (This arrangement the concept of local, state In the beginning most articles the teacher until the student enthusiasm builds. Give rewards who contribute news items. what's been brought in. In newsworthy events with student begin.



39 - Knows about important current events in the community

...wing an important news event, the  
its occurrence and summarize the  
...ance to the teacher's satisfaction.

...will define "current event" to the  
...ea

...will state at least one local, one  
...al news event each week for at least

...events, the student will describe to  
...citon how at least 2 of those events  
...rectly affect him.

Make a Current Event Corner (or center). Tack up news items under the categories of local, state, and national. (This arrangement also helps reinforce the concept of local, state, and national government.) In the beginning most articles may be brought in by the teacher until the students get the idea and enthusiasm builds. Give reinforcements for student who contribute news items. Once a week discuss what's been brought in. Informally discuss newsworthy events with students before formal lessons begin.

233

Junior High Social - 40 - Reads a variety of materials for living including. road maps, m  
catalogs

JS40.1 The student will demonstrate his ability to read road maps by locating and pointing out towns, cities, states, capitals, routes, and other pertinent information as requested by the teacher.

Bring in city, county, and obtained from places like t service stations. Have map of a city. Whoever finds i clues about a city like "It Continue to give clues until

JS40.2 Given a teacher drawn map indicating roads in the vicinity of the school, the student will trace the route from the school to a given point with 90% accuracy.

As a class project, make a city. Let students who live their homes. It may be more county map.

JS40.3 Given a menu from "family-type" restaurant the student will read the menu sufficiently to order three meals. (See also JS6)

Have magazines available for through. Cut out interesting recipe box or book. Cut out and discuss them with the c for free or inexpensive item experience.

JS40.4 Given tasks requiring the use of newspapers, magazines, and catalogs (reading want ads, comparing prices, reading news items, etc., the student will complete the task with 80% accuracy. The student may receive help with unknown words.

Use newspapers for current e classified ads, etc. Cut out comic and post it.

See JS6 for activities o Use catalogs f comparative

203

2

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

- 40 - Reads a variety of materials for living including: road maps, magazines, newspapers, menus, catalogs

will demonstrate his ability to read and pointing out towns, cities, routes, and other pertinent information to teacher.

teacher drawn map indicating roads in the school, the student will trace the route to a given point with 90% accuracy.

from "family-type" restaurant the menu sufficiently to order three (36)

s requiring the use of newspapers, catalogs (reading want ads, comparing prices items, etc., the student will with 80% accuracy. The student may unknown words.

Bring in city, county, and state maps. These may be obtained from places like the Chamber of Commerce and service stations. Have map drills - Call out the name of a city. Whoever finds it first wins a point. Give clues about a city like "Its 7 miles north of Starke." Continue to give clues until someone finds it.

As a class project, make a poster size map of the city. Let students who live in the city locate their homes. It may be more desirable to make a county map.

Have magazines available for students to browse through. Cut out interesting recipes and make a recipe box or book. Cut out interesting articles and discuss them with the class. Use advertisements for free or inexpensive items for letter writing experience.

Use newspapers for current events, weather reports, classified ads, etc. Cut out a particularly good comic and post it.

See JS6 for activities concerning menus.  
Use catalogs for comparative shopping techniques.

Junior High Social - 41 - Knows how to use transportation facilities

JS41.1 The student will state how to use transportation in his community to the teacher's satisfaction to call a cab, to ride a bus or train, etc.

Have students call the bus out the schedule and fare t

List on the board the forms several surrounding communi books to find the phone num

JS41.2 Given common forms of transportation not found in his community, the student will name a nearby community in which those forms of transportation are available.

Make up simulated situation several different forms of students tell which he woul

JS41.3 The student will describe or dramatize how to use long distance transportation including: selecting an appropriate time, making reservations (if necessary), arranging for getting to the terminal or depot, buying the ticket, checking on luggage limitations, etc.

205

41 - Knows how to use transportation facilities

will state how to use transportation  
the teacher's satisfaction to  
bus or train, etc.

forms of transportation not found in  
student will name a nearby community  
of transportation are available.

will describe or dramatize how to use  
transportation including: selecting an  
making reservations (if necessary),  
going to the terminal or depot, buying  
on luggage limitations, etc.

Have students call the bus and train stations to find  
out the schedule and fare to particular cities.

List on the board the forms of transportation found in  
several surrounding communities. Using telephone  
books to find the phone numbers for these services.

Make up simulated situations involving the use of  
several different forms of transportation. Have  
students tell which one they would use and why.

235

235

Junior High Social - 42 - Knows about national holidays and important persons and events in

JS42.1 The student will name at least 3 important national holidays and their dates with 100% accuracy and state one fact about the holidays, to the teacher's satisfaction.

Discuss national holidays for off work, such as: Labor Day and Thanksgiving. Point out traditional or religious holidays by other countries as well, New Years. Discuss historic

JS42.2 After a study of important figures in history, the student will discuss 5 people plus the events which made them famous, to the satisfaction of the teacher.

Make bulletin board displays and present. Leave it up for

JS42.3 Given a list of important events in American history, the student will choose 5 and state why they are important.

Which historical events are

(See Intermediate level for

JS42.4 The student will name one current event which is making history and state why this event will be important in the future, to the teacher's satisfaction.

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

- Knows about national holidays and important persons and events in our national history

1 name at least 3 important national  
s with 100% accuracy and state  
idays, to the teacher's satisfaction.

f important figures in history, the  
people plus the events which  
e satisfaction of the teacher.

important events in American history,  
5 and state why they are important.

1 name one current event which  
tate why this event will be  
, to the teacher's satisfaction.

Discuss national holidays for which people usually get  
off work, such as: Labor Day, Veterans Day, 4th of July,  
and Thanksgiving. Point out that some holidays are more  
traditional or religious than national and are celebrated  
by other countries as well, such as Christmas, Easter,  
New Years. Discuss historical background of these holidays

Make bulletin board displays surrounding famous people past  
and present. Leave it up for about a week (--etc---).

Which historical events are taught is optional (--etc---).

(See Intermediate level for additional suggestions, IS34)

Junior High Social - 43 - Knows something about United States and Florida Capitals

JS43.1 The student will name and spell the capital of the United States and of Florida with 100% accuracy.

Teach these words during ma  
Make crossword puzzles and

JS43.2 Given a map of the United States, the student will locate Washington D.C. with 100% accuracy.

JS43.3 Given a map of Florida, the student will locate Tallahassee with 100% accuracy.

JS43.4 The student will describe, to the teacher's satisfaction, what a Capital is.

Junior High Social - 44 - Knows something about state government

JS44.1 The student will name the present governor, Lieutenant governor, and two legislative representatives (either house or congress) of Florida with 100% accuracy.

Make a bulletin board or poster making structure — executive  
Discuss the purpose of the  
who the local representative  
3 branches of government exist  
levels.

JS44.2 The student will name the two houses of congress with 100% accuracy.

-----  
Fearon, In Your State, and



SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

3 - Knows something about United States and Florida Capitals

1. Will name and spell the capital of Florida with 100% accuracy.

Teach these words during map study and vocabulary.  
Make crossword puzzles and word hunts.

2. If the United States, the student will with 100% accuracy.

3. If Florida, the student will locate accuracy.

4. Will describe, to the teacher's Capital is.

4 - Knows something about state government

1. Will name the present governor, and two legislative representatives (Congress) of Florida with 100% accuracy.

Make a bulletin board or poster illustrating the law-making structure — executive, legislative and judicial. Discuss the purpose of the structure and find out who the local representatives are. Discuss that the 3 branches of government exist at the state and national levels.

2. Will name the two houses of congress

-----  
Fearon, In Your State, and In Your County

JS44.3 The student will state the purpose of congress to the teacher's satisfaction.

Junior High Social - 45 - Knows why we vote

JS45.1 The student will state to the teacher's satisfaction, the purpose of voting in a democratic society.

JS45.2 The student will state to the teacher's satisfaction two things on which one votes, e.g. people and issues.

JS45.3 The student will explain to the teacher's satisfaction why we elect representatives, e.g. because it would be impossible for everyone to vote on every issue.

JS45.4 Following a campaign by at least 3 classmates running for class office, or simulated local, state, or national offices, the student will cast a ballot for his choice.

JS45.5 Given a real or simulated referendum (class or local), the student will participate in a debate on the referendum and cast a ballot for or against the referendum, to the teacher's satisfaction.

Discuss voting as both a r

Whenever possible, give st  
issues like field trips, fo  
as a class, magazine subscri  
positive experience. Inst  
a voice and they can get r

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

1 state the purpose of congress  
action.

- Knows why we vote

1 state to the teacher's  
se of voting in a democratic

1 state to the teacher's satisfaction  
e votes, e.g. people and issues.

11 explain to the teacher's  
ect representatives, e.g. because  
for everyone to vote on every issue.

mpaign by at least 3 classmates  
ce, or simulated local, state,  
he student will cast a ballot for

r simulated referendum (class or  
11 participate in a debate on the  
ba or or against the referedum,  
sf

. Discuss voting as both a right and a responsibility.

Whenever possible, give students a chance to vote on clas  
issues like field trips, food for parties, books to read  
as a class, magazine subscription, etc. Make voting a  
positive experience. Instill- students that they have  
a voice and they can get results.

273

Junior High Social - 46 - Respects people of authority and appreciates and understands co

JS46.1 Given a situation in which a person disagrees with an authority over him, the student will describe or dramatize the difference between expressing disagreement and being disrespectful (e.g. worker and boss, student and principal, citizen and President, etc.)

Discuss and role play situ  
Whenever teacher-student a  
student to disagree without  
to be disrespectful.

Junior High Social - 47 - Knows the Pledge of Allegiance and some patriotic songs.

JS47.1 The student will correctly say the Pledge of Allegiance to the satisfaction of the teacher.

JS47.2 The student will stand appropriately during Pledge of Allegiance and National Anthem to the teacher's satisfaction.

JS47.3 The student will sing the National Anthem and other patriotic songs with a group, to the satisfaction of the teacher.

Tell students some of the  
and the National Anthem.  
patriotism. Start the day  
the Pledge and National An  
If some students do not kn

27.5

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

- 46 - Respects people of authority and appreciates and understands contributions of community workers

uation in which a person disagrees  
ver him, the student will describe  
fference between expressing  
ing disrespectful (e.g. worker and  
rincipal, citizen and President,

Discuss and role play situations involving this concept.  
Whenever teacher-student arise make a point to allow the  
student to disagree without putting him in a position  
to be disrespectful.

- 47 - Knows the Pledge of Allegiance and some patriotic songs.

will correctly say the Pledge of  
satisfaction of the teacher.

will stand appropriately during  
e and National Anthem to the  
ion.

will sing the National Anthem and  
gs with a group, to the satisfaction

Tell students some of the history of the flag, the Pledge  
and the National Anthem. Discuss the meaning of these a  
patriotism. Start the day (or Social Studies period) wi  
the Pledge and National Anthem or other patriotic songs.  
If some students do not know these, teach them by rote.

273

274

Junior High Social - 48 - Is familiar with different cultures and their practices and can cultural influence in America.

JS48.1 The student will state that "culture" is a way of life in which people differ from one another due to a difference in language, race, creed, locality, and/or history, to the satisfaction of the teacher.

JS48.2 Upon being shown 3 pictures of people from different cultures, the student will tell which culture is being represented 90% of the time.

JS48.3 After watching a skit depicting a particular ethnic group, the student will state to the teacher's satisfaction which group is being represented and how he knows it is that group.

JS48.4 After hearing a list of practices characteristic of a particular culture, the student will state which group is being discussed 80% of the time.

JS48.5 The student will choose 2 different cultures giving 4 characteristics of each to the teacher's satisfaction.

JS48.6 The student will name 5 common foods which come from or are based on foods from other countries. (e.g.,

Study three or four different units. Include pictures of native costumes, have student size map of the country or consideration, have a "par from that culture is prepared from that area. If you know visited and has pictures of to visit and talk to the class or magazines from the library information on the culture the class to do one of the Show films on various cultures

SOCIAL COMPETENCIES  
JUNIOR HIGH  
SCHOOL AND COMMUNITY

- 48 - Is familiar with different cultures and their practices and can identify various cultural influences in America

will state that "culture " is a  
people differ from one another due  
language, race, creed, locality, and/  
satisfaction of the teacher.

shown 3 pictures of people from different  
nt will tell which culture is being  
the time.

ing a skit depicting a particular ethnic  
will state to the teacher's satisfaction  
g represented and how he knows it is

ng a list of practices characteristic  
ture, the student will state which group  
80% of the time.

will choose 2 different cultures giving  
each to the teacher's satisfaction.

will list 5 common foods which come  
from other countries. (e.g.,  
beef, chili, swiss cheese, spaghetti, etc.)

Study three or four different cultures in short  
units. Include pictures of the people in their  
native costumes, have students make a poster  
size map of the country or countries under  
consideration, have a "party" in which food  
from that culture is prepared. Listen to music  
from that area. If you know someone who has  
visited and has pictures or slides, invite them  
to visit and talk to the class. Bring in books  
or magazines from the library that contain  
information on the culture you're studying. Teach  
the class to do one of the dances mentioned.  
Show films on various cultures.

276

JS48.7 The student will name 3 songs or dances from other countries (e.g. Mexican hat dance, Cha-Cha, Calypso songs and dances, Rhumba).

---

JS48.8 The student will name 3 foreign words commonly used in the English language (e.g. poncho, chow, gesundheit, pronto).

1-1-1



## PHYSICAL SKILLS

20

## PHYSICAL SKILLS

### GOAL

Upon completion of the EMR program the learner shall demonstrate a level of physical fitness maximum physical involvement on the job, in the community, and at home.

### TERMINAL OBJECTIVE

The EMR learner will demonstrate a knowledge of his body's function and will maintain adequate order to meet his personal, social, and vocational requirements.

#### Body Use and Function

Junior High Physical - 1 - Identifies major body structure (muscles, skeleton, vital organs) and systems and knows their functions and processes

JP1.1 In an actual or simulated situation involving physical discomfort, the student will describe the area of discomfort to the teacher's satisfaction.

Make posters of various body parts and make "reports" on them. Have a book with sections on different body functions.

JP1.2 The girl will properly take care of monthly menstruation as observed by the teacher or school nurse.

Make crossword puzzles and vocabulary. Play Hollywood studied in this area.

JP1.3 The student will state the function of the following organs to the teacher's satisfaction: heart - pumps blood; brain - controls body; lungs - breathing, liver - purify blood; stomach - digests food; intestines - digestion and elimination; kidney - filters liquid waste; reproductive organs - for reproduction.

Show films related to the body.

Discuss the most common ailments and parts or systems.

Invite the school nurse to (possibly the boys) about men's health.

## PHYSICAL SKILLS

### GOAL

In the CTR program the learner shall demonstrate a level of physical fitness that will allow for placement on the job, in the community, and at home.

### TERMINAL OBJECTIVE

1. demonstrate a knowledge of his body's function and will maintain adequate physical fitness in personal, social, and vocational requirements.

#### Body Use and Function

- 1 - Identifies major body structure (muscles, skeleton, vital organs, reproductive organs, systems and knows their functions and processes

<p>or simulated situation involving physical ent will describe the area of discomfort isfaction.</p>	<p>Make posters of various body parts. Have students make "reports" on them. Have students make a note- book with sections on different body parts and their functions.</p>
--	---

<p>properly take care of monthly evenly by the teacher or school nurse.</p>	<p>Make crossword puzzles and word hunts for specific vocabulary. Play Hollywood Squares using content studied in this area.</p>
---	--

<p>will state the function of the the teacher's satisfaction: heart- controls body; lungs - breathing, liver n - digests food; intestines- digestion ney - filters liquid waste; reproductive ction.</p>	<p>Show films related to the body.</p> <p>Discuss the most common ailments of different body parts or systems.</p> <p>Invite the school nurse to talk to the girls (possibly the boys) about menstruation</p>
--	---

JP1.4 The student will state the function of the following body parts to the teacher's satisfaction: muscles - move the body; skeleton - supports body; veins and arteries - carry blood; spine - supports body and conduit of nerves.

Junior High Physical - 2 - Evidences a sufficient level of physical fitness necessary to

JP2.1 The student will participate in normal school activities, including sports and games, without excessive fatigue to the teacher's satisfaction.

The student is required to take as much as they can.

Junior High Physical - 3 - Maintains good posture

JP1.3 The student will continue to maintain good posture to the teacher's satisfaction, while sitting or walking.

JP3.2 The student will demonstrate to the teacher's satisfaction the correct posture and procedure for picking up a heavy object.

Demonstrate correct posture  
constantly remind students  
Discuss importance of posture  
Show students correct posture  
objects.

PHYSICAL SKILLS  
JUNIOR HIGH  
BODY USE AND FUNCTION

will state the function of the  
to the teacher's satisfaction  
body; skeleton - supports body;  
- carry blood; spine - supports  
nerves.

1 - 2 - Evidences a sufficient level of physical fitness necessary to meet daily requirements

will participate in normal school  
ing sports and games, without excessive  
teacher's satisfaction.

The student is required to participate in a certain  
amount of Physical Education. Encourage them to  
take as much as they can.

1 - 3 - Maintains good posture

will continue to maintain good posture  
satisfaction, while sitting or walking.

Demonstrate correct posture for sitting and standing  
constantly remind students to sit and stand correctly.  
Discuss importance of posture for job interviews.  
Show students correct position for lifting heavy  
objects.

will demonstrate to the teacher's  
correct posture and procedure for  
object.

Junior High Physical - 1 - Demonstrates proficiency in motor skills required for jobs in

JP4.1 The student will demonstrate the motor skills necessary for home and school jobs by successfully completing 80% of the following: sweeping, raking, mowing, painting, washing windows, waxing tables, erasing chalkboards, dusting walls.

If students show a deficit, give the opportunities to through activities in craft projects.

JP4.2 The student will demonstrate the coordination needed for home and school jobs by successfully completing 80% of the following: threading a needle, sewing by hand, sewing by machine, tightening and loosening a screw, hammering, sawing, holding and feeding an infant (a doll), measuring, stirring and beating by hand, serving dishes, ironing, painting a small area, lighting a match.

PHYSICAL SKILLS  
JUNIOR HIGH  
BODY USE AND FUNCTION

Goal - 4 - Demonstrates proficiency in motor skills required for jobs in his home and school

will demonstrate the motor skills  
and school jobs by successfully  
the following: sweeping, raking,  
washing windows, waxing tables,  
, dusting walls.

If students show a deficit in fine motor coordination,  
give the opportunities to improve in this area  
through activities in craft and vocationally oriented  
projects.

will demonstrate the coordination  
school jobs by successfully complet-  
ing: threading a needle, sewing by  
machine, tightening and loosening a  
screw, holding and feeding an infant  
, stirring and beating by hand,  
painting a small area,

P  
J  
L

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in the recreational skills of arts and crafts and organized sports such that he may make profitable use of leisure time.

Junior High Physical - 5 - Develops skills in the fundamentals of many sports by participating

JP5.1 Given the appropriate equipment for a game or sport, the student will demonstrate the necessary physical skills to participate in that sport, (e.g. ball, bat, glove - softball; ball and net - volleyball; ball and racket - tennis; racket and birdie - badminton; etc.).

As students study sports in class, spend time on this in their journals.

Discuss rules, equipment etc.

JP5.2 The student will demonstrate the appropriate skills by participating successfully in four games or sports to the teacher's satisfaction, e.g. softball, basketball, volley ball, skating, swimming, tennis, hockey, soccer, etc.

Junior High Physical - 6 - Understands some spectator sports

JP6.1 The student will name at least five spectator sports, e.g. baseball, football, basketball, hockey, softball, wrestling etc.

As sports are in season, spend time discussing rules in class. Use library for films concerning sports.



PHYSICAL SKILLS  
JUNIOR HIGH  
LEISURE - TIME ACTIVITIES

TERMINAL OBJECTIVE

demonstrate proficiency in the recreational skills of arts and crafts, drama, games and  
h that he may make profitable use of leisure time.

- 5 - Develops skills in the fundamentals of many sports by participating in games and sports

appropriate equipment for a game or sport,  
demonstrate the necessary physical skills  
at sport, (e.g. ball, bat, glove -  
et - volleyball; ball and racket -  
birdie - badminton; etc.)

As students study sports in their P.E. classes,  
spend time on this in their academic classes.

Discuss rules, equipment etc.

will demonstrate the appropriate  
ing successfully in four games or.  
r's satisfacton. e.g. softball,  
all, skating, swimming, tennis,

- 6 - Understands some spectator sports

will name at least five spectator  
s, football, basketball, hockey,  
etc.

As sports are in season, spend some time  
discussing rules in class. Look in the film  
library for films concerning these sports.

JP6.2 The student will name 3 physical skills pertaining to a spectator sport. e.g. jumping, running, catching, throwing, etc.

JP6.3 The student will state the following information about three different sports: (1) a general description of the sport or the objective of the game (2 ) the number of players and/or teams (3) the method of scoring (4) some of the major or most common rules of the sport (two to five depending upon the sport.).

Junior High Physical - 7 - Knows some musical instruments and styles

JP7.1 Following instruction concerning musical instruments and their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

JP7.2 Given a list of musical compositions, instrumentals, etc. and a work sheet with classified headings (popular, country, classical), the student will write the name of the composition under its appropriate heading with 90% accuracy.

Invite the music teacher or visit the class. Ask him instruments and demonstrate likely to have posters with of instruments illustrated, a talk on the different styles in the library for examples of music. Bring in what you Allow students to bring the for special days.

will name 3 physical skills pertaining  
e.g. jumping, running, catching,

will state the following information  
nt sports: (1) a general description  
objective of the game (2 ) the number  
eams (3) the method of scoring (4) some  
t common rules of the sport (two to  
the sport.).

- 7 - Knows some musical instruments and styles

struction concerning musical instruments  
ation, and given pictures or actual  
uments, the student will classify them  
sion, woodwind, brass and string, with

of musical compositions,  
and a work sheet with classified  
country, classical), the student will  
ne composition under its appropriate  
curacy.

Invite the music teacher or band director to  
visit the class. Ask him to bring several  
instruments and demonstrate them. He is  
likely to have posters with different types  
of instruments illustrated. Ask him to give  
a talk on the different styles of music. Look  
in the library for examples of different types  
of music. Bring in what you might have at home.  
Allow students to bring their favorite records  
for special days.

Junior High Physical - 8 - Is able to enjoy various art forms as a means of expression of

JP8.1 Given appropriate materials and asked to produce a picture or painting creatively, the student will produce one without assistance to the satisfaction of the teacher.

On special days allow students records of their choice. Provide instruments for those who want.

JP8.2 Provided with the opportunity to music, the student expresses his feelings creatively, in dance to the satisfaction of the teacher.

Provide arts and crafts materials. Combine music and art with provide some time for creative.

JP8.3 Following instructions in playing one or more non melodic percussion instrument, the student will respond creatively to a musical composition by accompanying the selection, to the teacher's satisfaction.

Junior High Physical - 9 - Begins to expand awareness of recreational activities

JP9.1 The student will demonstrate to the teacher's satisfaction positive feelings when involved in recreational activities through positive statements (e.g. "that was fun") or positive body movements (e.g. smiling).

If space and facilities are available, provide Ping Pong, Horse Shoes, Badminton, etc. for students to use as a recreational activity.

JP9.2 The student will name five recreational activities he enjoys.

2.34

PHYSICAL SKILLS  
JUNIOR HIGH  
LEISURE - TIME ACTIVITIES

- 8 - Is able to enjoy various art forms as a means of expression of feelings

iate materials and asked to produce  
g creatively, the student will produce one  
o the satisfaction of the teacher.

On special days allow students to dance to  
records of their choice. Provide rhythm inst  
instruments for those who want to use them.

the opportunity to music, the  
s feelings creatively, in dance  
of the teacher.

Provide arts and crafts materials for students.  
Combine music and art with other objectives and also  
provide some time for creative music and art experiences.

tructions in playing one or more non  
nstrument, the student will respond  
cal composition by accompanying the  
acher's satisfaction.

- 9 - Begins to expand awareness of recreational activities

ill demonstrate to the teacher's  
e feelings when involved in recreational  
ositive statements (e.g. "that was fun")  
ements (e.g. smiling).

If space and facilities are available set up  
Ping Pong, Horse Shoes, Badminton, Croquet, etc.  
for students to use as a free time or reward type  
activity.

ill name five recreational activities

289

289

Junior High Physical - 10 - Develops skills in individual\* leisure time activities

JP10.1 Following instruction in the basic techniques of many individual leisure time activities, the student will demonstrate the basic techniques of five such activities.

JP10.2 The student will increase his skill in 3 individual leisure time activities, to the teacher's satisfaction.

\*Note: Individual refers to activities or hobbies which are basically done by one person, and could be done alone or with a group of people. .e.g. fishing: although an individual activity, it may be done alone or a group of people may go fishing together.

For resource people, ask other neighbors, parents, owners of hobby stores, etc, to introduce. These might include: photography; instrument; painting; knitting; house plants; wood working; collecting things; raising a car, plane, or ship models; Make a bulletin board display of hobbies including the basic techniques.

Throughout the year, demonstrate. Some of the resource people may on a regular basis. After demonstrating let those students who are interested techniques and work on projects.

al - 10 - Develops skills in individual\* leisure time activities

Instruction in the basic techniques of leisure time activities, the student will learn basic techniques of five such activities.

It will increase his skill in 3 individual activities, to the teacher's satisfaction.

Refers to activities or hobbies which are done alone and could be done alone or in a group. e.g. fishing; although an individual may be done alone or a group of people together.

For resource people, ask other teachers, friends and neighbors, parents, owners or managers of craft and hobby stores, etc. to introduce their favorite hobby. These might include: photography; playing a musical instrument; painting; knitting; crocheting; growing house plants; wood working; sewing; embroidery; weaving; collecting things; raising animals; sculpture; building car, plane, or ship models; fishing; metal working; etc. Make a bulletin board display or scrapbook of many hobbies including the basic techniques.

Throughout the year, demonstrate as many as possible. Some of the resource people might be willing to come on a regular basis. After demonstrating the techniques, let those students who are interested practice the techniques and work on projects as much as is feasible.

29

## TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health and safety.

Junior High Physical - 11 - Uses the general safety rules taught at previous levels

JP11.1 During a walk with the class off school grounds, the student will practice and observe all pedestrian safety rules in the area, e.g., reading and obeying traffic signs, walking on sidewalk where available, facing traffic where no sidewalks are available, crossing with the light where available, and looking both ways before crossing anywhere.

JP11.2 Given an iron, electric heater, or any other type of electrical equipment, the student will practice all safety procedures when demonstrating its use.

JP11.3 On a bicycling trip (or in a simulated situation if bikes are unavailable), the student will follow such safety procedures as riding with the traffic close to the curb, keeping both hands on bars except when giving signals, and avoiding obstacles in the road. (See Intermediate Health and Safety)

JP11.4 While at school, the student will follow such safety rules as no running, no hitting, and correct sitting in chairs as observed by the teacher.

Through pictures, diagrams, pedestrian and bicycling procedures. Take slides of bicycle safety. Discuss safety the students come in contact with.



TERMINAL OBJECTIVE

Identify and interpret environmental signs pertinent to his health and safety.

11 - Uses the general safety rules taught at previous levels

Walk with the class off school grounds, practice and observe all pedestrian safety e.g. reading and obeying traffic signs, look where available, facing traffic where available, crossing with the light where available, both ways before crossing anywhere.

Iron, electric heater, or any other type of appliance, the student will practice all safety rules when demonstrating its use.

During a trip (or in a simulated situation if possible), the student will follow such safety rules with the traffic close to the curb, on the sidewalk except when giving signals, and in the road. (See Intermediate

At school, the student will follow such safety rules, no hitting, and correct sitting posture as observed by the teacher.

Through pictures, diagrams, or table sized models showing pedestrian and bicycling practices, discuss correct procedures. Take slides of signs pertaining to pedestrian and bicycle safety. Discuss safety concerning all appliances the students come in contact with.

Junior High Physical - 12 - Reads and understands warning signs and labels. (See also Junior High Physical - 11)

JP12.1 The student will read and explain 10 warning signs when asked by the teacher. e.g. Stop, Don't Walk, Slow Down, Danger, Keep Out, No Trespassing, High Voltage, Beware of Dog, No Smoking, Caution, Explosives, Hard Hat Area, etc.

Take slides of warning signs items that have warnings on interpret the labels.

JP12.2 Given 10 warning labels, the student will identify and define each to the teacher's satisfaction. e.g. poison, keep away from children, keep away from heat, inflammable, do not take internally, skull and crossbones, induce vomiting, do not induce vomiting, do not mix with other household chemicals, do not puncture, etc.

Goal - 12 - Reads and understands warning signs and labels. (See also Junior High Reading)

Student will read and explain 10 warning signs to the teacher. e.g. Stop, Don't Walk, Slow Down, No Trespassing, High Voltage, Smoking, Caution, Explosives, Hard Hat

Take slides of warning signs and bring in cans and other items that have warnings on them for students to read and interpret the labels.

Warning Labels; the student will identify to the teacher's satisfaction. e.g. poison, children, keep away from heat, inflammable, flammable, skull and crossbones, induce vomiting, do not mix with other chemicals, do not puncture, etc.

Junior High Physical - 13 - Is aware of and can identify poisonous plants, animals, medic

JP13.1 Given examples or pictures of plants, animals, medicines, and household products, the student will explain to the teacher's satisfaction how they are beneficial and how they may be harmful.

JP13.2 When asked to name 3 poisonous plants, the student will reply poison ivy, poison oak, and poison sumac 100% of the time.

JP13.3 Shown 5 pictures of plants, 3 of which are poisonous, the student will state which are the poisonous ones 100% of the time.

JP13.4 Given pictures of 5 common medicines, the student will name each with total accuracy and state when or how each should be used. e.g. aspirin, antiseptic cream or ointment, iodine, peroxide, cold capsule, etc.

JP13.5 Given 8 containers, 4 of which are medicine and the remaining household products, the student will read the labels and classify them with 100% accuracy.

See Intermediate Level, Heal

Bring in actual products or  
Discuss their proper use inc  
Have students read the label  
different types of warnings  
warn about eye contact; ones  
ternally; ones with the same

PHYSICAL SKILLS  
JUNIOR HIGH  
HEALTH AND SAFETY

1 - 13 - Is aware of and can identify poisonous plants, animals, medicines, and household products

les or pictures of plants, animals, household products; the student will express his satisfaction how they are they may be harmful.

to name 3 poisonous plants, the student  
ivy, poison oak, and poison sumac 100%

tures of plants, 3 of which are poisonous  
ate which are the poisonous ones 100%

res of 5 common medicines, the student  
total accuracy and state when or how  
e.g. aspirin, antiseptic cream or oint-  
ide, cold capsule, etc.

ainers, 4 of which are medicine and the  
products, the student will read the  
them with 100% accuracy.

See Intermediate Level, Health and Safety for activities.

Bring in actual products or their empty containers.  
Discuss their proper use including precautionary measures.  
Have students read the labels. Make a display of the  
different types of warnings (e.g. different products which  
warn about eye contact; ones which say to not take in-  
ternally; ones with the same maximum daily dosage; etc.)

Junior High Physical - 4 - Recognizes fire hazards and can discuss fire prevention and f

JP14.1 The student will state 5 fire hazards in the home and school. e.g. overloaded sockets, frayed wires and cords, dirty material left to sit, curtains near stove, matches left in open, open fires, etc.

Invite someone from the fire hazards.

Have students draw pictures could be used for a poster.

JP14.2 In a simulated fire hazard situation, the student will identify the hazards and explain what should be done to correct the situation to the teacher's satisfaction.

JP14.3 The student will demonstrate how to extinguish an open fire (camp fire, burning leaves or trash) to the teacher's satisfaction.

JP14.4 The student will read, with help from the teacher, as necessary, the directions on a fire extinguisher and demonstrate how to use a fire extinguisher to the teacher's satisfaction.

PHYSICAL SKILLS  
JUNIOR-HIGH  
HEALTH AND SAFETY

- 14 - Recognizes fire hazards and can discuss fire prevention and fire extinguishing measures

will state 5 fire hazards in the home  
overloaded sockets, frayed wires and  
left to sit, curtains near stove,  
open fires, etc.

ed fire hazard situation, the student  
hazards and explain what should be done  
tion to the teacher's satisfaction.

will demonstrate how to extinguish  
fire, burning leaves or trash) to the  
on.

will read, with help from the teacher  
rections on a fire extinguisher and  
use a fire extinguisher to the teacher's

Invite someone from the fire department to discuss fire  
hazards.

Have students draw pictures showing fire hazards. These  
could be used for a poster contest.

300

Junior High Physical - 15 - Is aware of accident-potential or dangerous situations in the home and knows how to eliminate them (See JS27)

JP15.1 The student will describe how overloaded electric sockets, stove, heaters, open drawers, slippery floors, and cluttered floors can be dangerous in a home to the teacher's satisfaction.

JP15.2 Given 5 situations which may prove dangerous in the home, the student will state one way for the elimination of each to the teacher's satisfaction.

JP15.3 The student will state why running in school, rough playing, improper sitting on desks and chairs, and crowded hallways can prove dangerous in school to the teacher's satisfaction.

JP15.4 Given 3 dangerous situations in school, the student will state one remedy for each to the teacher's satisfaction.

JP15.5 The student will state how jaywalking, littering, unkept shrubbery, and intersections can be hazardous in the community to the teacher's satisfaction.

JP15.6 Given 3 dangerous situations in a community, the student will name one remedy for each to the teacher's satisfaction.

Make a safety check list in the home that might cause accidents. Look at home and see if they have any of these. Discuss what



PHYSICAL SKILLS  
JUNIOR HIGH  
HEALTH AND SAFETY

al - 15 - Is aware of accident-potential or dangerous situations in the home, school, and community, and knows how to eliminate them (See JS27)

It will describe how overloaded electric  
cords, open drawers, slippery floors,  
and other things can be dangerous in a home to the  
teacher's satisfaction.

It will state situations which may prove dangerous in  
the home and will state one way for the elimina-  
tion to the teacher's satisfaction.

It will state why running  
in hallways, improper sitting on desks and  
chairs, and other things can prove dangerous in school to the  
teacher's satisfaction.

It will state dangerous situations in school, the  
one remedy for each to the teacher's

It will state how jaywalking, littering,  
and other things at intersections can be hazardous in  
the community to the teacher's satisfaction.

It will state dangerous situations in a community, the  
one remedy for each to the teacher's

Make a safety check list including situations to look for  
in the home that might cause accidents. Ask students to  
look at home and see if they can find and possibly correct  
any of these. Discuss what they discovered.

300

301

Junior High Physical - 16 - Knows about the civil defense network

JP16.1 When asked the functions of the civil defense network, the student will state to provide food, shelter, and clothing to victims of floods, bombings, earthquakes, tornadoes, and hurricanes.

See JS 27

Contact the local radio station to notify you before a practice drill. Have students listen to it.

JP16.2 The student will describe to the teacher's satisfaction the warning signal used for civil defense. e.g. a steady 60 second beep followed by information as to the radio station to tune in to for further information.

JP16.3 Presented with 4 different signs, the student will choose the one representing civil defense 100% of the time.

JP16.4 The student will give the location of the civil defense headquarters in his area to the teacher's satisfaction.

303

1 - 16 - Knows about the civil defense network

the functions of the civil defense net-  
will state to provide food, shelter, and  
s. of floods, bombings, earthquakes,  
ricanes.

it will describe to the teacher's satis-  
g signal used for civil defense. e.g.  
beep followed by information as to  
to tune in to for further information.

with 4 different signs, the student  
e representing civil defense 100%

it will give the location of the civil  
rs in his area to the teacher's

See JS 27

Contact the local radio station to find out if they can  
notify you before a practice civil defense warning.  
Have students listen to it.

303

304

Junior High Physical - 17 - Knows basic first aid

JP17.1 Presented with the following actual or simulated situations, the student will use the appropriate procedure for at least 8 situations: (1) bleeding: let the cut bleed for a short time then apply pressure with a clean cold cloth if available, (2) sprain, dislocation, or possible break: apply cold packs and get medical help without moving the patient, (3) burns or overexposure to heat: apply ice, cold water, or cool the patient in whatever means appropriate, (4) snake bite in which help is within one hour away: properly apply a tourniquet two inches above the bite, keep victim quiet, and seek help, (5) snake bite in which help is more than one hour away: apply the tourniquet, cut the skin over the bite and suck out the venom, (6) immediate bruise: apply cold wet cloths or ice for 30 minutes, (7) bruise that is several hours old: administer warm cloths, (8) blister that would probably not be broken by accident: leave the blister alone, (9) blister which is on the hand, foot, or some other vulnerable place: wash the area then prick it on the edge and drain, (10) a minor object in the eye: keep the eye closed and let tears wash object away, (11) bite: wash the area and call the health department and the health clinic or doctor, (12) poisonous plants: wash the area with alcohol, gasoline, or strong soap and water.

305

Simulate situations requiring students administer it. Involve work with the students on first aid.

Have students make their own first aid kit. On each page draw a picture of a situation and have students write a procedure for first aid.

PHYSICAL SKILLS  
JUNIOR HIGH  
HEALTH AND SAFETY

al 17 - Knows basic first aid

with the following actual or simulated student will use the appropriate procedure 8 situations: (1) bleeding: let the blood stop then apply pressure with a bandage if available, (2) sprain, dislocation, apply cold packs and get medical help for patient, (3) burns or overexposure to cold water, or cool the patient in a cool place, (4) snake bite in which help is more than one hour away: properly apply a tourniquet two inches above the bite, keep victim quiet, and seek help, (5) immediate bruise: apply cold packs for 30 minutes, (6) bruise that is more than one hour away: administer warm cloths, (7) blister: do not be broken by accident: leave the blister which is on the hand, foot, or other vulnerable place: wash the area then prick and drain, (8) a minor object in the eye: wash and let tears wash object away, (9) call the health department and doctor, (10) poisonous plants: wash with alcohol, gasoline, or strong soap and

305

Simulate situations requiring first aid and have students administer it. Invite someone qualified to work with the students on first aid.

Have students make their own first aid book. On each page draw a picture of a situation requiring first aid and have students write the correct procedures.

306

Junior High Physical - 18 - Knows how to prevent the spread of communicable disease.

JP18.1 The student will define the term contagious disease to the satisfaction of the teacher.

JP18.2 The student will explain three ways disease germs are spread (i.e. breathed, eaten, or taken in through animal bites or other personal contact).

JP18.3 The student will explain the incubation period of a contagious disease to the satisfaction of the teacher. (e.g. the amount of time between exposure and onset of symptoms)

JP18.4 The student will explain the transmission period of a contagious disease to the satisfaction of the teacher (e.g. the time when a person is contagious.)

JP18.5 The student will explain the term immunize to the satisfaction of the teacher.

Find material in regular health text book and bring it down to the level of your students. Have students research specific diseases. Have students make a book with a page or so for each disease. Put it in the film library for future use.

Discuss the importance of immunization.

307

1 - 18 - Knows how to prevent the spread of communicable disease

will define the term contagious disease of the teacher.

Find material in regular health books and write it down to the level of your students. Discuss specific diseases. Have students make a notebook with a page or so for each disease. Look in the film library for films to go along.

will explain three ways disease germs are spread, eaten, or taken in through (e.g. personal contact).

Discuss the importance of immunization.

will explain the incubation period of a disease to the satisfaction of the teacher. (e.g. between exposure and onset of symptoms)

will explain the transmission period of a disease to the satisfaction of the teacher (a person is contagious.).

will explain the term immunize to the teacher.

308

307

Junior High Physical - 19 - Becomes aware of VD and the effect

JP19.1 The student will explain to the teacher's satisfaction, that Venereal Disease (VD) is transmitted only through physical contact.

JP19.2 The student will describe one symptom of VD to the satisfaction of the teacher.

JP19.3 The student will describe 2 effects of the disease to the satisfaction of the teacher.

JP19.4 The student will tell where to go to get help or diagnosis for VD to the satisfaction of the teacher. (County Health Department, Alachua General Hospital, doctor).

Invite a nurse or county health department to speak to the students about VD with students. Obtain permission from the principal.



PHYSICAL SKILLS  
JUNIOR HIGH  
HEALTH AND SAFETY

al - 19 - Becomes aware of VD and the effect

It will explain to the teacher's satisfaction that Venereal Disease (VD) is transmitted only by contact.

It will describe one symptom of VD to the teacher.

It will describe 2 effects of the disease to the teacher.

It will tell where to go to get help or to the satisfaction of the teacher. Department, Alachua General Hospital,

Invite a nurse or county health personnel to discuss VD with students. Obtain materials from the health department.

309

310

Junior High Physical - 20 - Knows the services offered by nurse, dentist, and physician and

JP20.1 The student will list four services performed by a nurse to the teacher's satisfaction.

• Include this information in communicable diseases and

JP20.2 The student will list four services performed by a dentist to the teacher's satisfaction.

JP20.3 The student will name three sources of information for obtaining medical services (County Health Department, telephone book, friends, or relatives.).

311

PHYSICAL SKILLS,  
JUNIOR HIGH  
HEALTH AND SAFETY

1 - 20 - Knows the services offered by nurse, dentist, and physician and where to obtain them

will list four services performed by a  
r's satisfaction .

Include this information in discussions about  
communicable diseases and health.

will list four services performed by a  
her's satisfaction.

will name three sources of information  
al services (County Health Department,  
ends, or relatives.).

312

Junior High Physical - 21 - Knows the elementary symptoms which indicate a need for medical attention

JP21.1 The student will name 5 symptoms that indicate a need for medical attention: prolonged cough or persistent sore throat; red running eyes; fever above 99; vomiting; cramps; swelling; blood in urine or other unusual bleeding; lumps that do not go away; swollen glands; fainting; persistent fatigue.

Discuss with students that to the doctor for every illness in some situations and ask students if a doctor's attention is needed.

Junior High Physical - 22 - Demonstrates ability to follow doctor's orders

JP22.1 The student will correctly follow the instruction of the doctor as observed by the teacher. e.g. glasses, wearing hearing aids, taking medication, staying home from school, etc.

Observe students that you follow doctor's care.

Junior High Physical - 23 - Knows good health practices

JP23.1 The student will state 3 health practices which are beneficial to health maintenance such as: extra rest for illness, exercise to maintain physical fitness, choose activities according to the weather, etc. to the teacher's satisfaction.

Before discussing disease a short unit on "What is good health do you get it?" Include the importance of health for personal and vocational life.

PHYSICAL SKILLS  
JUNIOR HIGH  
HEALTH AND SAFETY

21 - Knows the elementary symptoms which indicate a need for medical attention

will name 5 symptoms that indicate a need for medical attention: prolonged cough or persistent sneezing; red, itchy, or watering eyes; fever above 99; vomiting; blood in urine or other unusual bleeding; swollen glands; fainting;

Discuss with students that they need not run to the doctor for every little thing. Describe some situations and ask students to determine if a doctor's attention is necessary.

22 - Demonstrates ability to follow doctor's orders

will correctly follow the instruction observed by the teacher: e.g. glasses, taking medication, staying home from school,

Observe students that you know are under a doctor's care.

23 - Knows good health practices

will state 3 health practices which are important for maintenance such as: extra rest for illness; maintain physical fitness, choose appropriate clothing to the weather, etc. to the teacher's

Before discussing disease and ill health, do a short unit on "What is good health and how do you get it?" Include the importance of good health for personal and vocational reasons.

313

314

Junior high Physical - 21 - Shows the relationship between good health, grooming and appearance.

JP24.1 The student will describe to the teacher's satisfaction how good health and grooming are related to appearance.

See JP23

JP24.2 The student will describe to the teacher's satisfaction how good health is related to obtaining and retaining a job.

Junior High Physical - 25 - Avoids dangers of liquor, cigarettes, and drugs

JP25.1 The student will explain the dangers involved with the use of unprescribed drugs (including amphetamins, narcotics, hallucinagenics, alcohol, tobacco, etc. ) to the satisfaction of the teacher.

Consult your local health drug information.

JP25.2 The student will explain to the teacher's satisfaction why it is dangerous to accept liquor, cigarettes, narcotics.

JP25.3 Given a situation involving a bribe of liquor, cigarettes, or narcotics, the student will dramatize appropriate behavior to the teacher's satisfaction.

31

315

PHYSICAL SKILLS  
JUNIOR-HIGH  
HEALTH AND SAFETY

21 - Knows the relationship between good health, grooming and appearance and a job.

will describe to the teacher's  
good health and grooming are related

See JP23

will describe to the teacher's  
good health is related to obtaining

25 - Avoids dangers of liquor, cigarettes, and drugs

will explain the dangers involved with  
drugs (including amphetamins, nar-  
otics, alcohol, tobacco, etc. ) to the  
teacher.

Consult your local health department for  
drug information.

will explain to the teacher's satisfaction  
to accept liquor, cigarettes, narcotics.

uation involving a bribe of liquor,  
otics, the student will dramatize  
to the teacher's satisfaction.

316

315

APPENDICIES

67



FUNCTIONAL WORDS  
AND  
VOCATIONALLY RELATED WORDS

## Functional Words

## Part A - Intermediate Level

add	date of birth	fill in	keep off the grass	out
address	deep water	fire escape	ladies	out of order
age	divide	flammable	ladies only	parent
beware	doctor	food	ladies room	pet
beware of dog	do not enter	for sale	large	phone
birthdate	do not open	found	line	poison
boy wanted	do not touch	gentleman	lost	post no bill
bus	don't walk	glass	match	posted
check	drive at your	handle with care	meat	push
circle	own risk	hands off	medium	rail road
closed	down	health	men	railroad
complete	dynamite	height	men wanted	rest room
cross	elevator	help wanted	next door	separate
cross here	end	high voltage	no fishing	sex
cup	entrance	in	no smoking	shake well
danger	exit	keep in cool place	no trespassing	using
danger ahead		keep off	open	size

## Part B - Junior High Level

boil	do not induce	fold	laborers wanted	no parking
call physician	vomiting	for external use	machine washable	no solicitation
combine	do not refreeze	only	men at work	one way
credit department	do not take	for rent	mix	police
(dept.)	internally	fragile	multiply	pour
cross road	drive slowly	hand washable	next window	private
cut	dry clean only	induce vomiting	no admittance	prohibited
detour	employment	keep frozen	no left turn	refrigerator
do not bend, fold,	fine for littering	keep right	no loitering	opening
spindle, or				
mutilate				

318

319

FUNCTIONAL WORDS  
AND  
VOCATIONALLY RELATED WORDS

## Functional Words

## Part A - Intermediate Level

date of birth	fill in	keep off the grass	out	slow
deep water	fire escape	ladies	out of order	small
divide	flammable	ladies only	parent	stop
doctor	food	ladies room	pet	subtract
do not enter	for sale	large	phone	swim at your
do not open	found	line	poison	own risk
do not touch	gentleman	lost	post no bills	tablespoon
don't walk	glass	match	posted	teaspoon
drive at your	handle with care	meat	push	telephone
own risk	hands off	medium	rail road crossing	this side up
down	health	men	railroad	twist to open
dynamite	height	men wanted	rest room	underline
elevator	help wanted	next door	separate	wait
end	high voltage	no fishing	sex	walk
entrance	in	no smoking	shake well before	weight
exit	keep in cool place	no trespassing	using	wet paint
	keep off	open	size	

## Part B - Junior High Level

do not induce	fold	laborers wanted	no parking	repair
vomiting	for external use	machine washable	no soliciting	shake
do not refreeze	only	men at work	one way	sheriff
do not take	for rent	mix	police	speed checked by
internally	fragile	multiply	pour	radar
drive slowly	hand washable	next window	private	speed limit
dry clean only	induce vomiting	no admittance	prohibited	speed mechanical
employment	keep frozen	no left turn	refrigerate after	check
fine for littering	keep right	no loitering	opening	stir
				toll ahead
				under construction

# Vocationally Related Words\*

## Part A - General

address	do not enter	fill in	keep off	put
aide	do not open	fire escape	ladies	out of order
age	do not touch	flammable	ladies room	parent
applicant	early shift	gentleman	late shift	phone
apply	educational	grade completed	men	please
birthdate	background	handle with care	men wanted	poison
boy wanted	elevator	hands off	name	post no bi
check	employee	height	next door	posted
clerk	employer	help wanted	no smoking	pound
complete	employment	helper	no trespassing	product
customer	end	hours	no vacancy	rest room
deduction	entrance	in	open	sales lady
	exit	job experiences	ounce	salesman

## Part B - Specific

<u>Auto Service</u>		<u>Child Care</u>	<u>Domestic Service</u>	<u>Farming</u>
Air	mechanic	bath	amonia	acre
battery	motor	bottle	bleach	alottment
cable	oil	diaper	broom	disc
gas	pump	formula	detèrgent	fertilizer
grease	range	nap	downstairs	harvest
garage	shop	powder	dryer	irrigator
head light	sparkplugss	rash	dust	market
hoist	speedometer		furniture	plant
hub cap	tank		iron	planter
jack	tire		laundry	plow
lubrication	wrench		linens	procedure
lugs			mop	seed
			polish	soil
			prepare	yield
			starch	
			towels	
			upstairs	
			washer	

3/4

# Vocationally Related Words\*

## Part A - General

not enter	fill in	keep off	out	sex
not open	fire escape	ladies	out of order	Social Security
not touch	flammable	ladies room	parent	Number
arly shift	gentleman	late shift	phone	stop
ucational	grade completed	men	please	tax
background	handle with care	men wanted	poison	taxes
levator	hands off	name	post no bills	telephone
mployee	height	next door	posted	this side up
mployer	help wanted	no smoking	pound	underline
ployment	helper	no trespassing	product	vacant
d	hours	no vacancy	rest room	weight
trance	in	open	sales lady	wet paint
it	job experiences	ounce	salesman	

## Part B - Specific

	<u>Child Care</u>	<u>Domestic Service</u>	<u>Farming</u>	<u>Food Service</u>
chanic	bath	amonia	acre	all-purpose
tor	bottle	bleach	alottment	bake
l	diaper	broom	disc	baking soda
mp	formula	detergent	fertilizer	beat
nge	nap	downstairs	harvest	blend
op	powder	dryer	irrigator	boil
arkplugss	rash	dust	market	butter
eedometer		furniture	plant	constantly
nk		iron	planter	flour
re		laundry	plow	fold
ench		linens	procedure	grams
		mop	seed	heat
		polish	soil	
		prepare	yield	
		starch		
		towels		
		upstairs		
		washer		

Part B - Specific (con't.)

Food Service (con't.)

milk  
oleo  
oven  
pre-heat  
powder  
refrigerator  
self-rising  
sift  
spatula  
stir  
thoroughly  
yeast

Plumbing

bathtub  
bolt  
drain  
faucet  
fixtures  
gooseneck  
nut  
pipe thread  
septic tank  
sewer  
sink trap  
snake  
washer

Wood Worki

brush.  
hammer  
knife  
level  
nails  
paint.  
pliers  
putty  
refinish  
remove  
rub  
sand  
scrap  
screw  
screw driv  
T-Square  
varnish

3-3

n't.)

Plumbing

bathtub

bolt

drain

faucet

fixtures

gooseneck

nut

pipe thread

septic tank

sewer

sink trap

snake

washer

Wood Working

brush

hammer

knife

level

nails

paint

plars

putty

refinish

remove

rub

sand

scrap

screw

screw driver

T-Square

varnish

## GAMES AND ACTIVITIES

Fast Thinking Exercises

- \* Devise a simple written task and have students see how many times they can do it in a brief time limit such as 15 to 30 seconds. Give points for the amount completed. Give prizes to the winners. The winner might be the one with the second or third highest score or the highest. This can be used for months and days, food groups, alphabetizing, etc.

Hollywood Squares

Draw a game board on the chalkboard or transparency.

Put a student's name in each square and pick two students as contestants. (Two names may be placed in a square or names may be used more than once to accommodate the number of participating students).

John	Sue	Mike
Jim	Ann	Mary
Tom	Tim	Jane

The contestant is asked to "pick a square" in which he would like to place his "X" or "O". The teacher asks a question of the student in the square. The contestant then agrees or disagrees with the answer given. If the contestant is correct, he places his mark in that square. If the contestant is incorrect, the mark of his opponent is placed in the square. However, the contestants must earn their own winning point. The game continues until one player earns three squares in a row. If no one earns 3 in a row, the player with the most squares wins. The loser picks someone to be the contestant and takes a place in a square.

Prescription Sheets

The purpose of this sheet is to time required for tasks or to students to follow. The form may be made to suit individual needs and suggestions.

Name:	
8:00	T
8:01	T
8:02	T
8:03	T
8:04	T

or

Time Begun	Task

## GAMES AND ACTIVITIES

es

Prescription Sheets

written task and have students  
they can do it in a brief time  
30 seconds. Give points for the  
five prizes to the winners. The  
one with the second or third  
highest. This can be used for  
groups, alphabetizing, etc.

The purpose of this sheet is to provide a record of  
time required for tasks or to provide a schedule for  
students to follow. The format is flexible and should  
be made to suit individual needs. These are two  
suggestions.

on the chalkboard or transparency.  
in each  
students, names  
square for  
e than  
e number  
ents).

John	Sue.	Mike
Jim	Ann	Mary
Tom	Tim	Jane

ed to "pick a square" in which he  
is "X" or "O". The teacher asks  
ident in the square. The con-  
r disagrees with the answer  
stant is correct, he places his  
If the contestant is incorrect,  
ant is placed in the square. How-  
must earn their own winning point.  
til one player earns three squares  
earns 3 in a row, the player with-  
. The loser picks someone to be  
kes a place in a square.

Name:	
8:00	12:00
8:01	12:01
8:02	12:02
8:03	12:03
8:04	12:04

or

Time Begun	Task	Time Finished	Time Elapsed

3.5

3.4



## Chalkboard Relays

Divide the class into two teams. Devise a task that each member must do on the chalkboard, one at a time. Winner can be determined by the first team to have each member complete a task, the first to complete a given number of tasks, or the team with the most tasks completed in a given amount of time. This activity can be used for: alphabetizing, finding items in catalogs, abbreviations, arithmetic facts, months, days, food groups, etc.

### Word hunts

"Hide" words within a complex of unrelated letters. Students find the words and circle them. This activity can be used with any reading or spelling words, e.g. words for protection and direction, spelling sight vocabulary, arithmetic sight words, number words, days and months, etc.

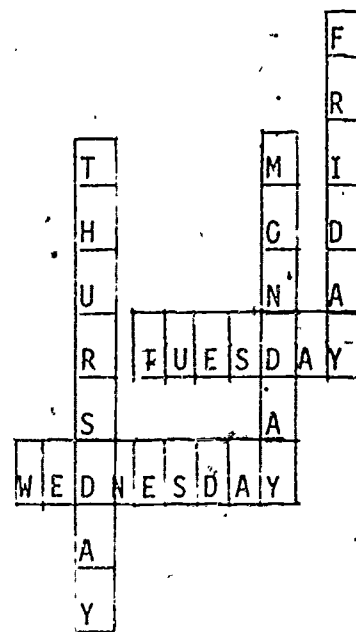
s a m t w o  
i d o h u n  
f o u r e e  
i n k e g s  
v a a e l y  
e d r f a x

### Checkers Variation

Cover a checker board with clear self-adhesive plastic (e.g. Contact). On each square write a word to be read, an arithmetic problem to be solved, a spelling word to be unscrambled, a word to be found in the dictionary, a food to be classified, etc. Before moving to the space, the student must complete the task indicated on the space.

## Crossword Puzzles

Make a grid and fill in words that can be used for words for protection, arithmetic sight words, months, or any other vocabulary. After students have done several of them. Have students make them. The puzzles do not have to be professional crossword puzzles. Fill in words at first to fill in. Later supply words, but supplying

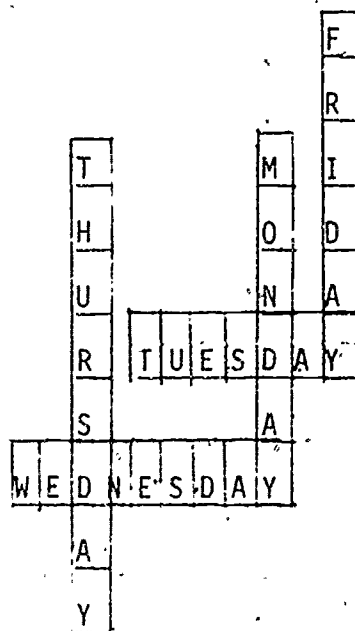


## Crossword Puzzles

into two teams. Devise a task to do on the chalkboard, one at a time determined by the first team to complete a task, the first to finish a task, or the team with the least time in a given amount of time. Use for: alphabetizing, finding abbreviations, arithmetic facts, word puzzles, etc.

Make a grid and fill in words so they interlock. This can be used for words for protection and direction, spelling words, arithmetic sight words, number words, days and months, or any other vocabulary, reading, or spelling words. After students have done several, show them how to make them. Have students make them for each other to solve. The puzzles do not have to be perfectly symmetrical as in professional crossword puzzles. Students may be given the words at first to fill in. Later, give puzzles without supplying words, but supplying definitions.

in a complex of unrelated letters. Find and circle them. This activity is for reading or spelling words, e.g. and direction, spelling sight words, arithmetic facts, number words, days



card with clear self-adhesive tape. On each square write an arithmetic problem to be solved, an unscrambled word to be solved, a food to be classified, or the space, the student must indicate on the space.

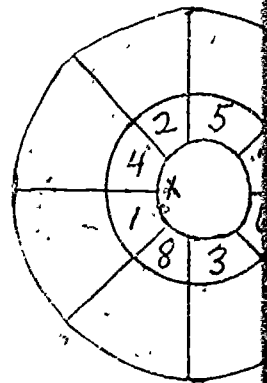
### ARITHMETIC SQUARES

Add (or multiply) corresponding squares to fill in all squares.

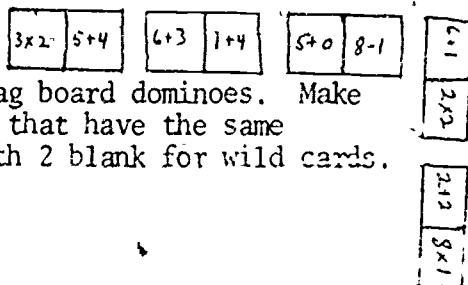
+	2	6	5	4	1
7					
3					
8					

### ARITHMETIC CIRCLES

Teacher fills in center numbers or subtract) to fill in outer squares.



### DOMINOES



Make 26 tag board dominoes. Make sets of 4 that have the same answer with 2 blank for wild cards.

### ARITHMETIC C

$$a = 1 \quad b = 4$$

$$\begin{array}{r} a \\ \times b \\ \hline \end{array}$$

$$\begin{array}{r} c \\ \times d \\ \hline \end{array}$$

or

$$a = 1 \quad b = 2 \quad c = 3$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \\ H \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \\ E \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \\ L \end{array}$$

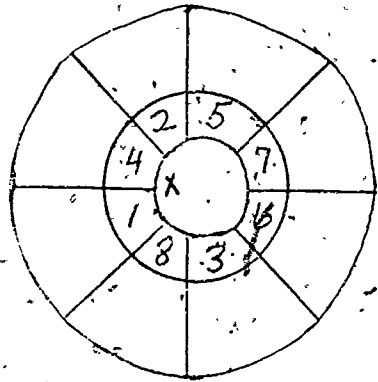
# ARITHMETIC SQUARES

corresponding squares to fill in all

6	5	4	1

# ARITHMETIC CIRCLES

Teacher fills in center numbers. Students multiply (or add or subtract) to fill in outer spaces.



# ARITHMETIC SQUARES

1+4

5+0

8-1

6-1

2x2

2+2

8x1

inoes. Make  
he same  
or wild cards.

# ARITHMETIC CODES

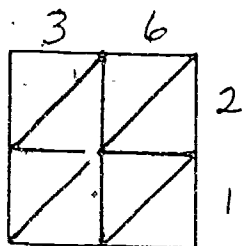
$a = 1$ 
 $b = 4$ 
 $c = 7$ 
 $d = 2$

$\begin{array}{r} a \\ \times b \end{array}$ 
 $\begin{array}{r} c \\ \times d \end{array}$ 
 $\begin{array}{r} cd \\ \times d \end{array}$ 
 $\begin{array}{r} ab \\ \times cd \end{array}$

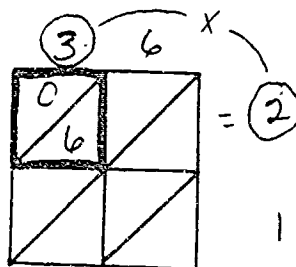
or

 $\begin{array}{r} -a = 1 \\ + 3 \\ \hline 8 \end{array}$ 
 $\begin{array}{r} b = 2 \\ - 1 \\ \hline 5 \end{array}$ 
 $\begin{array}{r} c = 3 \\ + 5 \\ \hline 12 \end{array}$ 
 $\begin{array}{r} d = 2 \\ + 4 \\ \hline 12 \end{array}$ 
 $\begin{array}{r} y = 25 \\ + 8 \\ \hline 15 \\ 0 \end{array}$

Step 1



Step 2



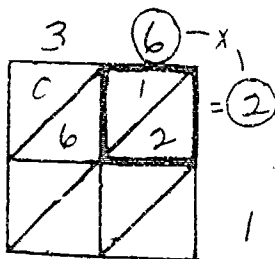
# Multiplication Squares

Step 1: Prepare a ditt represents 36

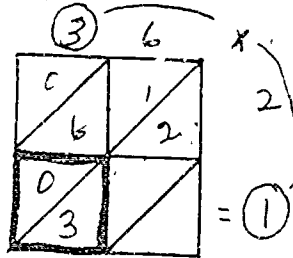
Steps 2-5: Each combin with the co

Step 6: Columns are ad 756.

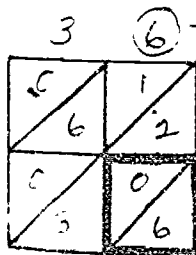
Step 3



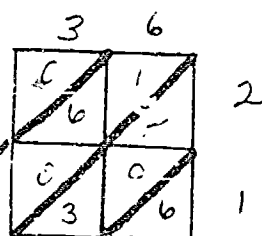
Step 4



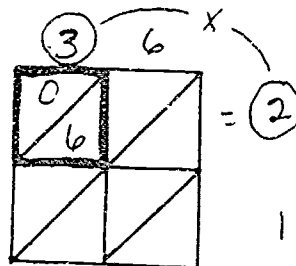
Step 5



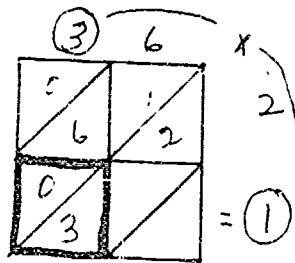
Step 6



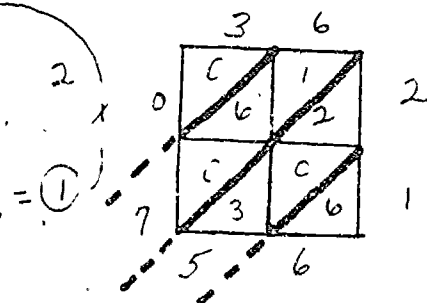
Step 2



Step 4



Step 6



## Multiplication Squares

Step 1: Prepare a ditto as illustrated. This one represents  $36 \times 21$ .

Steps 2-5: Each combination of numbers is multiplied with the corresponding squares filled in.

Step 6: Columns are added diagonally. The answer is 756.

• General Procedure:

Four contestants start with game #1. The winner of game #1 plays any of the other games until he misses. When he misses, he temporarily drops out of the game and another student is invited to play game #1. This procedure continues until 5 minutes before the end of the activity. The two top winners of the day compete in one last game. One prize is shown. Each bids. The one who bids the closest without going over is the grand prize winner.

GAME 1: Mount pictures from catalogs and sales brochures on tag board or poster board. Write the correct price on the back. Give 4 students pieces of scrap paper and have them write their estimation of the price. The one who bids the closest without going over wins. (JC 5.3)

GAME 2: "Shopping Spree". Several small items such as what might be found in a grocery store, are arranged on a table (prices may or may not be shown). The student is given a set amount of money he may spend, such as \$5.00. He then chooses one item at a time. The prices are totaled and the student is told the total as he goes along. If he can choose 7 items without going over the \$5.00 limit, he wins (JC 5.3)

GAME 3: "Price Tag". Show 5 items. Give him 5 price tags and place them on the items. The contestant places a price tag on each item.

GAME 4: "Match-Up". Show 10 items. Place those of approximate value in pairs. (JC 5.2)

GAME 5: "Range Finder". Make a scale showing \$1 to \$5,000.00. Make a money cover that covers a \$300.00 interval for an item. Start moving the range finder and instruct the contestant when the range finder reaches the price he thinks the price of the item is. Numbers used on the cover are, for example, a chart that shows \$5.00 intervals) (JC 5.3)

start with game #1. The winner of the other games until he misses. temporarily drops out of the game invited to play game #1. This til 5 minutes before the end of top winners of the day compete prize is shown. Each bids. losest without going over is

s from catalogs and sales tag board or poster board. Write price on the back. Give 4 students ap paper and have them write ion of the price. The one who est without going over wins.

ee". Several small items such as found in a grocery store, are table prices may or may not be student is given a set amount of spend, such as \$5.00. He then tem at a time. The prices are he student is told the total as . If he can choose 7 items with- r the \$5.00 limit, he wins

GAME 3: "Price Tag". Show 5 items to the contestant and give him 5 price tags with the prices written on them. The contestant must place the correct price tag on each item to win. (JC 5.1)

GAME 4: "Match-Up". Show 10 items, the contestant must place those of approximately the same value in pairs. (JC 5.2)

GAME 5: "Range Finder". Make a chart on poster board of a scale showing \$100.00 intervals from 0 to \$5,000.00. Make a movable range finder that covers a \$300.00 interval. Show the student an item. Start moving the range finder at 0 and instruct the contestant to say "STOP" when the range finder reaches the range in which he thinks the price of the item falls. (The numbers used on the chart can be varied. For example, a chart that goes from 0 to \$50.00 with \$5.00 intervals) (JC 5.3)



# PUBLISHERS

Barnell Loft, Ltd.  
111 South Center Avenue  
Rockville Center  
Long Island, N. Y.

Benziger, Inc.  
8701 Wilshire Blvd.  
Beverly Hills, Calif. 90211

DLM: Developmental Learning Materials  
7440 Natchez Ave.  
Niles, Ill. 60648

Educational Design, Inc.  
47 w. 13th St.  
New York, N. Y. 10011

Fearon Publishers  
Lear Siegler, Inc., Education Division  
6 Davis Drive  
Belmont, Calif. 94002

Finney Company  
3350 Gorham Ave.  
Minneapolis, Minnesota 55426

Follett Publishing Co.  
1010 West Washington Blvd.  
Chicago, Ill. 60607

FR: Frank E. Richards Publishing Co  
324 First Street  
Liverpool, N. Y. 13088

Grolier Educational Corporation  
Instruction Systems Division  
845 Third Avenue  
New York, N. Y. 10022

Institute of Life Insurance  
Health Insurance Institute  
Educational Division  
277 Park Avenue  
New York, N.Y. 10017

Love Publishing Company  
6635 E. Villanova Place  
Denver, Colorado 80222

McDonalds Ecology Action Pack  
P.O. Box 2344  
Kittering, Ohio 45429

Pruett Publishing Co.  
Boulder, Colorado

## ACTIVITIES COMMON TO MANY JOBS

## GENERAL CLEANING

remove trash  
sweep  
vacuum  
dust  
clean ashtrays  
clean, polish furniture  
scrub, polish, wax floors (hand or machine)  
wash windows  
wash walls  
burn trash

## OTHER ACTIVITIES

use telephone to take messages  
tie with string or rope  
measure weight or length  
yard work: rake, mow, weed, trim  
count items  
read labels, directions  
mark, remark, stamp, tag, or label items  
wrap or unwrap packages  
transport by stock cart  
sack merchandise  
spread dust covers  
seal packages  
replenish supplies  
rack or shelf merchandise  
load and unload articles  
make local deliveries or run errands  
sort by size, color, shape, quality, etc.  
clean up barns, farm buildings, yard  
hose down floors, walks, steps  
wash or polish car  
press or iron by hand  
dig with pick or shovel

35

## CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

Note: These references serve two purposes:

- (1) To indicate the level of skills required to function in the text
- (2) To indicate the content areas included so a teacher may use particular sections unit he/she is teaching

Using Dollars and Sense Fearon Publishers Belmont, California 1963 edition			Book 2 Wages and Budgets	Bo Ba
JA1	Arithmetic sight vocabulary	throughout book	throughout book	th
JA2	Writes number words	121, 124, 125	46-48, 50-54, 62 74, 98-104	42 88 12
JA3	Reads and writes numbers	throughout book	throughout book	th
JA4	Adds and subtracts	25, 38-39, 40-45 23-28, 62-68, 79-81	throughout book	th
JA5	Multiplies and divides	throughout book	throughout book	th
JA6	Applies arithmetic skills	throughout book	throughout book	th
JA(M)1	Counts money and makes change	4-22, 40-45, 55	2-3	th
JA(M)2	Banking services			8- 57
JA(M)3	Checking accounts	115, 123	46-48, 50-54, 74, 98-104	75
JA(M)4	Sales tax			
JA(M)5	Understands percent			67
JA(M)6	Budgets	94, 97, 103-114	4-7, 11-15 17-18, 57-92, 105-106	
JA(T)2	Uses A.M. and P.M.		8-10, 19-21 26-28, 44	
JA(T)6	Hours, wages, deductions			
JV10		91-93	throughout book	
JCI4	Installment buying	110-114		
JCI8	Bills and receipts			

# APPENDIX E

## CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

es serve two purposes:

te the level of skills required to function in the text

te the content areas included so a teacher may use particular sections as supplements to a  
he is teaching

Using Dollars and Sense Fearon Publishers Belmont, California 1963 edition		Mathematics in Living Pruett Publishing Co. Boulder, Colorado		
		Book 2 Wages and Budgets	Book 3 Banking	Book 4 Credit, Loans and Taxes
vocabulary	throughout book	throughout book	throughout book	throughout book
ords	121, 124, 125	46-48, 50-54, 62 74, 98-104	42-49, 52-56, 88-91, 94-96, 122-125	6 39-43, 99
s numbers	throughout book	throughout book	throughout book	throughout book
cts	25, 38-39, 40-45	throughout book	throughout book	throughout book
divides	23-28, 62-68, 79-81	throughout book		
ic skills	throughout book	throughout book	throughout book	
nd makes change	4-22, 40-45, 55	2-3	throughout book	
es			8-10, 21-56, 57-74, 77	15-43
nts	115, 123	46-48, 50-54, 74, 98-104	75-127	4-6, 99
cent			67-74	46-66
	94, 97, 103-114	4-7, 11-15 17-18, 57-92, 105-106		throughout book
.M.		8-10, 19-21 26-28, 44		
eductions	91-93	throughout book		
ng	110-114			1-43
ts				4-5, 65-66

# HOUSEKEEPING CHORES

## Kitchen

Washing, drying, putting away dishes and utensils  
 Cleaning sink  
 Wiping counters, stove top, table top, etc.  
 Cleaning and defrosting refrigerator  
 Cleaning stove and oven  
 Emptying trash  
 Cleaning trash can  
 Cleaning windows  
 Washing floor  
 Waxing floor  
 Cleaning walls and woodwork  
 Straightening up cupboards and drawers.  
 Wiping or cleaning fixtures and appliances

## Bathroom

Cleaning tub  
 Cleaning sink and counter  
 Cleaning toilet (inside and out)  
 Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)  
 Cleaning walls, tile, and woodwork  
 Cleaning mirrors and windows  
 Replacing soiled linen  
 Cleaning floor  
 Emptying trash  
 Cleaning trash can

## Living Room, Den, Family Room

Dusting furniture  
 Polishing furniture  
 Vacuuming upholstered furniture  
 Polishing or waxing floors (if uncarpeted)  
 Vacuuming carpets  
 Cleaning or dusting walls and woodwork  
 Cleaning mirrors and windows  
 Emptying and washing ashtrays  
 Dusting lamps, bric-a-brac, pictures, etc.

# HOUSEKEEPING CHORES

## Bathroom

## Living Room, Den, Family Room

## Bedroom

g away	Cleaning tub	Dusting furniture	Making up bed
	Cleaning sink and counter	Polishing furniture	Changing linens
top,	Cleaning toilet (inside and out)	Vacuuming upholstered furniture	Dusting furniture
	Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)	Polishing or waxing floors (if uncarpeted)	Polishing furniture
	Cleaning walls, tile, and woodwork	Vacuuming carpets	Vacuuming, dusting, and sweeping floors
	Cleaning mirrors and windows	Cleaning or dusting walls and woodwork	Polishing or waxing floors (if uncarpeted)
work	Replacing soiled linen	Cleaning mirrors and windows	Cleaning mirrors and windows
ards	Cleaning floor	Emptying and washing ashtrays	Cleaning or dusting walls and woodwork
	Emptying trash	Dusting lamps, bric-a-brac, pictures, etc.	Dusting lamps, bric-a-brac, pictures, etc.
ures	Cleaning trash can		Putting clothes away

EMR  
CURRICULUM GUIDE  
SENIOR HIGH

Developed by  
The Curriculum Development Project for the Educable Mentally Retarded  
Lake Butler, Florida

Serving the School Districts of  
Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of  
The Elementary and Secondary Education Act

Edited and Prepared by  
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist  
Linda Rockwell, EMR Curriculum Specialist

June 1974

341/342/343

## PARTICIPANTS

The following agencies and individuals have participated in the final phase of the project the curriculum:

### AGENCIES

Administrative and Fiscal  
Union County School Board  
Lake Butler, Florida

James H. Cason, III  
Superintendent of Schools

#### Cooperative

Baker County School Board  
Macclenny, Florida

M.J. Gazdick  
Superintendent of Schools

Bradford County School Board  
Starke, Florida

Jim Temple  
Superintendent of Schools

Alachua County School Board  
Gainesville, Florida

James W. Longstreth  
Superintendent of Schools

Columbia County School Board  
Lake City, Florida

Frank Phillips  
Superintendent of Schools

### INDIVIDUALS

#### Administrative and Supervisory

Robert L. Amavant, District Federal Projects Director,  
Union County

Terrence M. Rischmeier, IER Project Director and  
Curriculum Specialist

Wanda Rockwell, IER Curriculum Specialist

James Stevens, Elementary Supervisor, Baker County

Patricia Allison, Exceptional Child Coordinator  
Columbia County

Paul Wilson, Director of and SLD, Alachua County

#### Field Test Teachers:

##### Primary

Alachua County: Brenda

Baker County: Wanda Wall

Bradford County: Mellon

Esther Tolbert

Columbia County: Hope M

Jane O'Rear

Union County: Marilyn E

##### Intermediate

Alachua County: Patricia

Baker County: Nan Bowen

Bradford County: Patricia

Paula White

Columbia County: Eloise

Mary Jane Weaver

##### Junior High

Columbia County: Carol

Wayne Hooks

##### Junior-Senior High

Alachua County: Judy Je

Bradford County: Eugene

Columbia County: Jan Bi



## PARTICIPANTS

Teachers and individuals have participated in the final phase of the project: field testing and revising the curriculum:

### TEACHERS

#### Field Test Teachers:

#### Local

Board  
James H. Cason, III  
Superintendent of Schools

Board  
M.J. Gaddick  
Superintendent of Schools

School Board  
Jim Temple  
Superintendent of Schools

School Board  
James W. Longstreth  
Superintendent of Schools

School Board  
Frank Phillips  
Superintendent of Schools

### INDIVIDUALS

Supervisory  
District Federal Projects Director,

Teacher, LER Project Director and  
Specialist

Curriculum Specialist

Elementary Supervisor, Baker County

Optional Child Coordinator

Principal, Alachua County

#### Primary

Alachua County: Brenda Maltby

Baker County: Wanda Walker

Bradford County: Mellonease McDonald, Willie Mae Rando  
Esther Tolbert

Columbia County: Hope McDonald, Margaret McGrath,  
Jane O'Rear

Union County: Marilyn Ericsson

#### Intermediate

Alachua County: Patricia Padgett, Shirlee Turner

Baker County: Nan Bowen, Ruby King

Bradford County: Patricia Sigglekow, Elizabeth Walker,  
Paula White

Columbia County: Eloise Green, Rosa Scott,  
Mary Jane Weaver

#### Junior High

Columbia County: Carol Howell, Sammie Everett,  
Wayne Hooks

#### Junior-Senior High

Alachua County: Judy Jjuvenaz, Kandy Friese

Bradford County: Eugene Harvey, Cynthia Hebb

Columbia County: Jan Binet

Following are individuals who participated in earlier phases of the project:

Administrative, Supervisory, and Consultive

Donald Boardman, Consultant, University of Nebraska  
John Duncan, Consultant, Director, Title III  
P.E. Project for M.H.  
Charles Forgnone, Consultant, University of Florida  
Paula Harrington, former LMR Specialist  
Joseph Marinelli, former Project Director  
Ray Lou McIver, Consultant, University of Florida  
Lana Mae Paganini, Consultant, University of Florida  
Lucille Payne, Elementary Supervisor, Bradford  
County

Local Employers: Ruby King

Local Principals: Avonnie King, Willie Mae Randolph,  
Paula Rockwell, Paula White

Local Faculty: Marilyn Jackson, John Fielding,  
Walter S. Hoffman, Sharon Minshew,  
Linda Shodgrass

The project staff would like

Landis Stetler, Chief  
Virginia Eaton, MR Consultant  
Pat Hollis, MR Consultant

Bureau of Exceptional Child  
Education, Tallahassee, Florida

For their continued support,

The principals of participating  
counties for their cooperative  
curriculum development project

Local employers for their  
the Needs Assessment Survey;

All the teachers in Baker  
who helped with the Needs Assessment

And last but not least,  
who not only kept the project  
too - our secretary, Patsy C.

To all of these people a  
sincere appreciation.

Veronica

Linda

uals participating in winter

visors, consultants

onsultant, University of Nebraska  
ant, Director Title III  
for MFL

onsultant, University of Florida  
former MR Specialist

former Project Director

onsultant, University of Florida

onsultant, University of Florida  
entary Supervisor, Bradford

Bowen, Ruby King

vonnie King, Willie Mae Randolph,  
Paula White

lyn Ericsson, John Fielding,  
in, Sharon Minshew,  
s

The project staff would like to acknowledge:

Landis Stetler, Chief  
Virginia Eaton, MR Consultant  
Pat Hollis, MR Consultant

Bureau of Exceptional Child Education, Department of  
Education, Tallahassee, Florida

For their continued support, cooperation, and assistance;

The principals of participating schools in the five  
counties for their cooperation in all phases of the  
curriculum development project;


Local employers for their assistance in conducting  
the Needs Assessment Survey;

All the teachers in Baker, Bradford, and Union Counties  
who helped with the Needs Assessment survey;

And last but not least, the real boss of the project  
who not only kept the project in line but kept us in line  
too - our secretary, Patsy Cason.

To all of these people and agencies we extend out  
sincere appreciation.

  
Veronica Ruschmeier

  
Linda Rockwell

# TABLE OF CONTENTS

Introduction . . . . .	1
Using the Curriculum Guide . . . . .	2
Basic Skills . . . . .	5
Listening . . . . .	7
Speaking . . . . .	9
Reading . . . . .	13
Writing . . . . .	16
Arithmetic . . . . .	19
Facts and Processes . . . . .	19
Money . . . . .	22
Time . . . . .	26
Measurement . . . . .	29
Environmental Awareness . . . . .	32
Consumerism . . . . .	37
Vocational Competencies . . . . .	49
Attitudes . . . . .	51
Choosing a Job . . . . .	62
Getting a Job (Skills) . . . . .	68

Social Competencies . . . . .
Self . . . . .
Family . . . . .
School and Community . . . . .
Physical Skills . . . . .
Body Use and Function . . . . .
Leisure Time . . . . .
Health and Safety . . . . .
Appendices . . . . .
Appendix A: Functional Words Related Words
Appendix B: Games and Activities
Appendix C: Hand Tools . . . . .
Appendix D: Activities Record
Appendix E: Household Chores
Appendix F: Publishers . . . . .

# TABLE OF CONTENTS

1	Social Competencies . . . . .	77
2	Self . . . . .	79
5	Family . . . . .	93
7	School and Community . . . . .	107
9	Physical Skills . . . . .	123
13	Body Use and Function . . . . .	125
16	Leisure Time . . . . .	127
19	Health and Safety . . . . .	131
19	Appendices. . . . .	141
22	Appendix A: Functional Words and Vocationally	
26	Related Words . . . . .	143
29	Appendix B: Games and Activities . . . . .	147
32	Appendix C: Hand Tools . . . . .	149
37	Appendix D: Activities Requiring Motor Skills. .	151
49	Appendix E: Household Chores . . . . .	153
51	Appendix F: Publishers . . . . .	155
62		
68		

This curriculum guide is the product of an ISEA Title VI-B grant awarded to Baker, Bradford, and Union Counties, Florida for a one year period from July 1971 - June 1974. The three counties corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. Educational and vocational needs and resources of the three counties were analyzed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment And Recommendations For Needs Assessment Of The Baker, Bradford And Union Counties.

During the second phase, the objectives of the curriculum model were written. The curriculum model consisted of four main categories, social objectives, vocational objectives, and four levels: Junior High (CA 6-9), Intermediate (CA 10-12), Union High (CA 13-15) and Senior High (CA 16-18). In each area, a terminal objective was written and written objectives were written. Finally, a team of teachers from the three counties, whose classes ranged from Junior High through Senior High EMR, revised the terminal and intermediate objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives for the three counties.

The third phase, which was a one year but expanded during the second year. A total of 38 teachers of EMR students in Baker, Bradford, Columbia, and Union Counties participated in the field test. These teachers were asked to make recommendations regarding the curriculum for their level, meaningfulness of specific objectives within the curriculum. The teachers were asked to suggest ways for the accomplishment of the objectives. The feedback from the teachers was obtained through

- (a) A daily log kept by teachers regarding objectives to be taught, participating students, and comments toward the objectives.
- (b) A workbook in which teachers recorded materials, and resources used, and comments regarding the objectives.
- (c) A random sample of objectives of the students to be taught.
- (d) The EMR Curriculum Specialist in groups and individual interviews regarding objectives.

On the basis of the information obtained, the objectives were revised again, re-sequenced, and re-written. The activities, materials, and resources for this document.

guide - the product of an ISIA order, Baker, Bradford, and Union a three year period from July 1971 - e. The respondents roughly to S. C. the project.

ved. ... a needs assessment. Voc. ... and resources of ere. ... one of the conclusions unc' ... sequential curriculum. on ... see A Systems Co. ... A Needs Assessment dings. ... Recommendations For nt: ... Assessment of The tain. ... Baker, Bradford And

nd ... the objectives of the ten. ... Curriculum Model eas. ... Skills, Vocational Co. ... and Physical ls: ... (CA 6-9), Intermediate gh: ... (A 13-15) and Senior High For ... area, a terminal objective in ... area and level several ere. ... Finally, a team of ere. ... whose classes ranged se. ... EMR, revised the ol. ... These objectives out ... writing phase by the EMR Curriculum Specialist. e p. ... in four books (one old ... Draft: ... Student Objectives tain. ... tained.

The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriateness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

- (a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.
- (b) A workbook in which teachers wrote the activities, materials, and resources used for each objective and comments regarding the objectives.
- (c) A random sample of test items was given to some of the students to determine appropriateness of the objectives.
- (d) The EMR Curriculum Specialist met with teachers in groups and individually to discuss the objectives.

On the basis of the information thus obtained objectives were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.

11. 19

## USING THE CURRICULUM GUIDE

### Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

### Ordering of Objectives

The first letter refers to the level

- P = Primary
- I = Intermediate
- J = Junior High
- S = Senior High

The second letter or group of letters refers to the general area of learning:

- L = Listening
- S = Speaking
- R = Reading
- W = Writing
- A = Arithmetic, Facts and Processes
- A(M) = Arithmetic, Money
- A(I) = Arithmetic, Time
- A(S) = Arithmetic, Measurement
- E = Environmental Awareness
- V = Vocational
- S = Social
- P = Physical

The number preceding the objective within each of the

The final number, following the objective within each of the specific objective within

Thus PA5.4 is the fourth of the fifth interim objective (Activities and Processes).

### Using the Objectives

In an attempt to provide behavioral objectives are fairly behaviors rarely occur in isolation. Most objectives are taught in isolation. Most objectives are taught with other objectives through activities. The more familiar the objectives, the easier it

Originally, sample tests were going to be included in the curriculum guide but were omitted due to space and because field test teachers and Specific Objective teachers found the objectives practically impossible. Often one activity can test several objectives. It is recommended that objectives be tested first--a pre-test--and then the item, then the activity toward that objective.

### Using Activities, Materials,

Field test teachers wrote down the activities and resources they used to help achieve each Specific Objective. The Specific Objective for each Interim Objective for each activity and materials.



## USING THE CURRICULUM GUIDE

were divided into the four levels of  
e, Junior and Senior High partly as  
e teacher and partly as an initial  
system of accountability. Much  
tigation and field testing would  
for the latter purpose, but the  
the estimate as an approximation  
on. However, as in any good  
needs to be taken from where  
he can go, and recognition must  
erent achievement levels within  
as within the class. Thus the  
l restricted to just one level of

ves

r refers to the level

iate  
igh  
igh

er or group of letters refers to  
arning:

g

ic, Facts and Processes  
ic, Money  
ic, Time  
ic, Measurement  
er, Awareness

ERIC  
Full Text Provided by ERIC

The number preceding the decimal refers to the interim objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objective of the fifth interim objective of Primary Arithmetic (Facts and Processes).

### Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selection of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermore, often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre-test -- and if the student has not passed the item, then activities be conducted to instruct toward that objective.

### Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additional activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skill of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High level).

Teachers in the partici to develop a system of record student. Eventually it is a would be used by all teacher small booklet listing each o checking system (e.g. comple occasional demonstration of yet or no exposure). Another card for each level or a fil each level on the four sides square with the four goal and specific objectives list Individualized Reading Instr Love Publishing Company, Den for an example of this type

Regardless of the system of the student's accomplishment to avoid duplication or omission reinforcement will be necessary record keeping will eliminate of having students "learning" what they are not ready to learn

## Recording Student Accomplishments

ary from very specific to general upon the objective itself and the test teachers. Room has been provided for materials, and other activities, materials, and behaviors do not occur before the activities suggested are for general objectives. The es will depend upon the needs of For example, many objectives suggest display posters, or looklets. To develop social skills of working skills of communicating with peers, be more appropriate; if he needs to skills of working independently, a appropriate. If he needs to develop perhaps he should cut pictures out project; if he needs to develop art materials and/or self-expression, now on, put the pictures, etc. (See Gray for specific examples of several tied with one activity).

materials suggested are not necessarily they are listed only to give an idea that can be used and similar materials agencies would generally be as cases, materials regularly used ed-references (e.g. Steck-Vaughn: at the Primary level, Be Informed high level).

Teachers in the participating counties are being asked to develop a system of recording objectives achieved by each student. Eventually it is anticipated that the same system would be used by all teachers. One suggestion has been a small booklet listing each objective and three point checking system (e.g. complete acquisition of objective, occasional demonstration of skill, no success with objective yet or no exposure). Another suggestion has been a single card for each level or a file folder with objectives for each level on the four sides. These might be arranged in square with the four goal areas on each side and the intermediate and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et al. Love Publishing Company, Denver, Colorado, 80222, page 13 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will eliminate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

### Special Note to Users of the Senior High Level

Since each level of the curriculum represents a span of three or four years, and since teachers had the objectives for field testing only for one year or less, naturally the teachers did not work on all the objectives. Therefore, activities and materials were suggested for about one-third of the objectives. The curriculum specialists, Linda Rockwell and Veronica Ruschmeier, filled in on those objectives for which no suggestions or few suggestions were made.

However, at the Senior High level, there were three additional problems. First, there were fewer Senior High teachers (as a matter of fact, all the secondary teachers combined Junior and Senior High). Secondly, those teachers tended to make fewer suggestions than the Primary, Intermediate, and Junior High teachers had made. Finally, the Senior High level was the last to go out for field testing, and the last level to be brought back for compilation and revision.

Thus, the curriculum specialists had less time (with Federal Project deadline) to suggest materials to the Senior High as they would like.

As a result, there are some objectives at the Senior High level for which there are no activities or materials suggested, and many for which only a few types of activities are suggested.

It is our hope that the objectives at the Senior High level will be supplemented by general activities, and the activities will be supplemented by resources provided at other levels, and that teachers will have ideas upon which they can expand.

## Special Note to Users of the Senior High Level

Curriculum represents a span of time since teachers had the opportunity for one year or less, and did not work on all the objectives. Materials were suggested for objectives. The curriculum was compiled and Veronica Ruschmeier, who gives for which no suggestions were made.

At the high level, there were three objectives. First, there were fewer Senior High objectives. In fact, all the secondary objectives (and Senior High). Secondly, teachers made fewer suggestions than at the Junior High level, and Junior High teachers at the Senior High level was the most testing, and the last level of compilation and revision.

Thus, the curriculum specialists had insufficient time (with Federal Project deadlines) to add as much to the Senior High as they would liked to have done.

As a result, there are some objectives at the Senior High level for which there are no activities or materials suggested, and many for which only general types of activities are suggested.

It is our hope that the objectives themselves, the general activities, and the activities, materials, and resources provided at other levels will provide users with ideas upon which they can expand.

BASIC SKILLS

358

GOAL

Upon completion of the ETR program the learner shall demonstrate an ability to use the basic (reading, writing, spelling) and arithmetic skills to successfully compete in the world of demonstrate an awareness of his environment..

TERMINAL OBJECTIVE

The ETR learner will exhibit proficiency in expressive and receptive language skills

Senior High Listening - 1 - Can repeat major points of a speech or presentation

SL1.1 After listening to a presentation, the student will repeat at least three major points from the presentation to the teacher's satisfaction.

Tell students ahead of time if asked at the end of a presentation who can answer them.

Senior High Listening - 2 - Shows logical thinking by asking pertinent questions of a speaker

SL2.1 After listening to a speech, the student will ask one question about the speech to the teacher's satisfaction.

Students should not be expected to ask every speech. However, encourage by praising or giving points.

Senior High Listening - 3 - Can tactfully have a speaker repeat what was said for missed content

SL3.1 Given the situation in which the student does not hear or understand something in an oral statement, he will ask the speaker to repeat what was said to the teacher's satisfaction.

Remind students to ask questions if they do not understand something. During discussion try to determine if students are missing something.

GOAL

In the ELP program the learner shall demonstrate an ability to use the basic language skills (reading, writing, speaking, and listening) and arithmetic skills to successfully compete in the world of work. He shall also have a basic understanding of his environment.

TERMINAL OBJECTIVE

Exhibit proficiency in expressive and receptive language skills

g - 1 - Can repeat major points of a speech or presentation

When listening to a presentation, the student will be able to repeat major points from the presentation to the teacher's satisfaction.	Tell students ahead of time that there will be questions asked at the end of a presentation. Give points to those who can answer them.
--	--

g - 2 - Shows logical thinking by asking pertinent questions of a speaker

When listening to a speech, the student will ask one pertinent question to the teacher's satisfaction.	Students should not be expected to ask questions after every speech. However, encourage them to ask questions by praising or giving points for good questions.
--	--

g - 5 - Can tactfully have a speaker repeat what was said for missed content

In a situation in which the student does not understand something in an oral statement, he will tactfully ask the speaker to repeat what was said to the student.	Remind students to ask questions if they don't understand something. During discussions after presentations, try to determine if students are realizing when they are missing something.
---	--



Senior High Listening - 4 - Listens to a speaker's completed statement without interrupting

SL4.1 In a situation in which the student is required to listen to a speech, he does so without interrupting the speaker to the teacher's satisfaction.

Observe students during every day to those who continually inter

SL4.2 In actual classroom situations, the student will listen to his teacher's or peer's statements without interrupting to the teacher's satisfaction.

Senior High Listening - 5 - Can follow fairly complex directions

SL5.1 Given oral directions of more than five parts, the student will correctly follow the directions in sequence, to the teacher's satisfaction.

Plan craft and vocational projects will get practice in following

SL5.2 After receiving directions on a work plan, the student will complete the task to the teacher's satisfaction.

Senior High Listening - 6 - Can interpret messages

SL6.1 Given an oral message, the student will correctly interpret the message to the teacher's satisfaction.

Create situations in which students can practice. If there is a telephone in the classroom, assign students on telephone duty. Give each student a message to deliver to the class. Have them re-record the message and compare.

SL6.2 Given a written message, the student will read and interpret the message to the teacher's satisfaction.

BASIC SKILLS  
SENIOR HIGH  
LISTENING

- 4 - Listens to a speaker's completed statement without interrupting

in which the student is required to do so without interrupting the speaker's satisfaction.

Observe students during everyday activities. Speak to those who continually interrupt.

in classroom situations, the student will not interrupt speaker's or peer's statements without teacher's satisfaction.

- 5 - Can follow fairly complex directions

Directions of more than five parts, the student will follow the directions in sequence, to the teacher's satisfaction.

Plan craft and vocational projects in such a way that students will get practice in following a series of directions.

Give directions on a work plan, the student will follow the task to the teacher's satisfaction.

- 6 - Can interpret messages

When given a message, the student will correctly interpret it to the teacher's satisfaction.

Create situations in which students are given messages. If there is a telephone in the facility, have students be on telephone duty.

When given a message, the student will read and interpret it to the teacher's satisfaction.

Give each student a message to record at the beginning of class. Have them re-record the message at the end of class and compare.

## TERMINAL OBJECTIVE

The ~~ED~~ learner will exhibit proficiency in expressive and receptive language skills . .

Senior High Speaking - 1 - Can express his needs and concerns tactfully to employer and peers

SSp1.1 The student will correctly express his needs to employer and peers in at least three simulated situations to the teacher's satisfaction, e.g. Problems with his job or task; personal or family illness; extenuating circumstances; injury in the line of duty; peer harassment; employer harassment; advice from employer; etc.

While working with students on the student's evaluation sheet

-----  
Educational Design Inc.: World  
II: Getting a Job

Senior High Speaking - 2 - Speaks before others with ease and confidence

SSp2.1 In an actual job interview, or in a simulated situation in which a stranger plays the role of interviewer, the student will speak with ease and confidence as determined by the interviewer and to the interviewer's satisfaction.

Create role play situations for employee relationships, employment. When an occasion arises, have refreshments to guests. Discuss. Observe how students handle the

SSp2.2 Given the opportunity to speak with strangers in the classroom, the student will do so with ease and confidence as determined by and to the satisfaction of the teacher.

-----  
Educational Design Inc.: World  
II: Getting a Job

SSp2.3 In an actual job situation, or in simulated situations with strangers playing the role of customers, the student will perform the necessary services speaking with ease, to the satisfaction of the supervisor or teacher.

TERMINAL OBJECTIVE

exhibit proficiency in expressive and receptive language skills

- 1 - Can express his needs and concerns tactfully to employer and peers

will correctly express his needs to at least three simulated situations of satisfaction. e.g. Problems with his car or family illness; extenuating circumstances on the line of duty; peer harassment; advice from employer; etc.

While working with students on the job, include this concept on the student's evaluation sheet.

-----  
Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job

- 2 - Speaks before others with ease and confidence

job interview, or in a simulated situation where the student plays the role of interviewer, interviewee, or customer with ease and confidence as determined by the interviewer's satisfaction and to the interviewer's satisfaction.

Create role play situations for job interviews, customer-employee relationships, employer-employee relationships, etc. When an occasion arises, have students make and serve refreshments to guests. Discuss proper manner beforehand. Observe how students handle themselves (Correlate with SS23)

opportunity to speak with strangers in a simulated situation. Student will do so with ease and confidence and to the satisfaction of the interviewer.

-----  
Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job

job situation, or in simulated situation where the student is playing the role of customers, the necessary services speaking with confidence and to the satisfaction of the supervisor or teacher.

361

363

Senior High Speaking - 3 - Expands vocabulary to adult living

SSp3.1 The student will use descriptive words in his everyday speaking to the satisfaction of the teacher.

SSp3.2 The student will use technical words related to his vocation to the teacher's satisfaction (See Appendix A ).

SSp3.3 Given common words, the student will state one synonym for each to the teacher's satisfaction.

SSp3.4 Given sets of two homonyms, the student will correctly define each word in the set 90% of the time.

SSp3.5 Given sets of two antonyms, the student will correctly define each word in the set 90% of the time.

Relate working vocabulary to gardening, woodworking, etc. orally particular terminology.

Use Hollywood Squares and antonyms, etc.

Senior High Language Speaking - 4 - Is able to give directions clearly

SSp4.1 In actual situations, the student will give directions clearly and precisely to the teacher's satisfaction. For example: He can give directions on how to get somewhere, how to do something, etc.

Have a student give directions to the community. The class must give "How To" speeches. Assign a "supervisor" to help younger students give directions.

BASIC SKILLS  
SENIOR HIGH  
SPEAKING

3 - Expands vocabulary to adult living

will use descriptive words in his  
the satisfaction of the teacher.

will use technical words related to  
teacher's satisfaction (See Appen-

words, the student will state one  
the teacher's satisfaction.

two homonyms, the student will  
word in the set 90% of the time.

two antonyms, the student will  
word in the set 90% of the time.

Relate working vocabulary to cooking class, sewing,  
gardening, woodworking, etc. Have students describe  
orally particular terminology.

Use Hollywood Squares and modified Password for hynonyms  
antonyms, etc.

Speaking - 4 - Is able to give directions clearly

ations, the student will give direc-  
isely to the teacher's satisfaction.  
ive directions on how to get some-  
thing, etc.

Have a student give directions to a particular place in the  
community. The class must guess the place. Have students  
give "How To" speeches. Assign an older student as a  
"supervisor" to help younger ones in tasks requiring  
directions.

385

385

Senior High Language Speaking - 5 - Uses correct English when speaking

SSp5.1 In everyday situations, the student will use sufficient English grammar so that the teacher and his peers can understand him.

Make crossword puzzles using word as the clue for the word. Password game. See (Appendix)

SSp5.2 Given 20 words orally, half of which are slang, the student will identify the slang words with 90% accuracy.

Discuss the importance of appropriate language use including grammar and slang. Have students determine when to use their best speech habits.

SSp5.3 Given ten popular slang words, the student will name one non-slang substitute for each word.

Derive a list of slang words and write them on the board. Write non-slang words beside them. Discuss when slang is and is not appropriate.

SSp5.4 Given different situations, the student will state whether or not the use of slang is appropriate in each situation with 90% accuracy.

Make crossword puzzles using standard words in the puzzle.

Senior High Language Speaking - 6 - Makes social introductions

SSp6.1 In real or simulated situations, the student will make social introductions to the teacher's satisfaction.

Survey students to see if they are making social introductions. If not, see the Junior High objectives and activities.

Speaking - 5 { Uses correct English when speaking

In situations, the student will use grammar so that the teacher and his peers

Make crossword puzzles using the slang version of the word as the clue for the word in the puzzle. Play modified Password game. See (Appendix B).

is orally, half of which are slang, the by the slang words with 90% accuracy.

Discuss the importance of appropriate speech patterns including grammar and slang. Describe situations and have students determine whether or not they should try to use their best speech habits.

popular slang words, the student will substitute for each word.

Derive a list of slang words from the students and write them on the board. Write the non-slang substitutes beside them. Discuss when and where these words are and are not appropriate.

ent situations, the student will state use of slang is appropriate in each accuracy.

Make crossword puzzles using slang words as clues for standard words in the puzzle.

Speaking - 6 - Makes social introductions

Simulated situations, the student will relations to the teacher's satisfaction.

Survey students to see if they know how to make introductions. If not, see the Junior High level for specific objectives and activities.

367

368



Senior High Language Speaking - 7 - Demonstrates proper use of the telephone in social and

SSp7.1 In real or simulated situations, the student will use the telephone for social situations including (1) locating a number or getting it from information (2) dialing the number (3) asking for the person wanted (4) using appropriate greeting and closing (5) properly modulating voice (6) appropriately answering the telephone (7) giving and taking messages.

SSp7.2 In a simulated job situation, the student will demonstrate proper use of telephone to the teacher's satisfaction including (1) correctly making calls (2) politely and appropriately answering the phone (3) taking orders or messages (4) politely asking someone to hold when necessary (5) properly modulating voice.

Make up complex tasks of example: Give the student him you heard of a job. His task is to find the (simulated- the teacher employer) and make an appointment. Vary the tasks to encounter situations.

If there is a telephone in students telephone duty class, student on duty

369

BASIC SKILLS  
SENIOR HIGH  
LANGUAGE: SPEAKING

Speaking - 7 - Demonstrates proper use of the telephone in social and business situations (See SS6)

Simulated situations, the student will  
for social situations including (1)  
getting it from information (2) dialing  
for the person wanted (4) using  
and closing (5) properly modulating  
ely answering the telephone (7) giving

ed job situation, the student will  
se of telephone to the teacher's  
ng (1) correctly making calls (2)  
ately answering the phone (3) taking  
) politely asking someone to hold  
properly modulating voice.

Make up complex tasks concerning telephone use. For example: Give the student a telephone book. Tell him you heard of a job at a particular business. His task is to find the number, place the call (simulated- the teacher plays the role of perspective employer) and make an appointment for an interview. Vary the tasks to encompass a variety of possible situations.

If there is a telephone in the facility, assign students telephone duty. If the phone rings during class, student on duty quietly goes to answer it.

369

370

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in those reading skills which will provide him time and vocational reading activities.

Senior High Reading Skills - 1 - Attains maximum reading proficiency and uses it in all cur

SRI.1 Given reading material on his level, the student will independently use structural, phonetic, and context clues to attack unknown words with 90% accuracy.

SRI.2 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding the main idea with 90% accuracy.

SRI.3 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding specific detail with 90% accuracy.

SRI.4 The student will read test material written on his independent reading level in all curriculum areas with 90% accuracy.

Structure activities so student either individually or to the teacher as a whole. Observe students use and contextual clues. Make up students have been assigned to

-----  
Magazines, books, pamphlets, etc.  
FR: Foundations of Citizenship  
New Readers Press: Be Informed  
Xerox: Pals Paperbacks  
Fearon: Pacemaker Classics; Story  
Adventure  
Barnell Loft: Specific Skill Series  
Scholastic: Action Kit and Act

371

372

TERMINAL OBJECTIVE

demonstrate proficiency in those reading skills which will provide him with a basis for leisure reading activities.

skills - 1 - Attains maximum reading proficiency and uses it in all curriculum areas

material on his level, the student will  
structural, phonetic, and context clues  
ds with 90% accuracy.

a selection of material on his indepen-  
all curriculum areas, the student will  
rding the main idea with 90% accuracy.

a selection of material on his indepen-  
all curriculum areas, the student  
regarding specific detail with 90%

ll read test material written on his  
level in all curriculum areas with 90%

Structure activities so students will read orally  
either individually to the teacher or to the class as  
a whole. Observe students use of structural, phonetic,  
and contextual clues. Make up questions regarding material  
students have been assigned to read.

Magazines, books, pamphlets, etc.

FR: Foundations of Citizenship

New Readers Press: Be Informed

Xerox: Pals Paperbacks

Fearon: Pacemaker Classics; Story Books and True  
Adventure

Barnell Loft: Specific Skill Series

Scholastic: Action Kit and Action Library

371

372

Senior High Reading Skills - 2 - Reads for personal information, understanding and leisure  
of materials

SR2.1 The student will read and explain to the teacher's satisfaction 75% of the functional words found in Appendix A

SR2.2 Given a variety of materials on his interest and reading level, the student will select materials for his leisure once every 3 - 4 weeks.

Survey students on functional basis of sight cards, crossword puzzles.

Have students bring in for pamphlets found at gas station. Have students list places like to go.

Encourage students to look for things to make in magazine file.

Fearon; Pacemaker Classics; Xerox; Pals Paperbacks; Scholastic Book Services

373

BASIC SKILLS  
SENIOR HIGH  
READING SKILLS

1  
Skill's - 2 - Reads for personal information, understanding and leisure using a variety of materials

11 read and explain to the teacher's  
the functional words found in Appendix A

y of materials on his interest and  
udent will select materials for his  
- 4 weeks

Survey students on functional words. Teach on an individual basis of sight vocabulary using flash cards, crossword puzzles, word hunts, etc.

Have students bring in free information such as travel pamphlets found at gas stations. Plan a dream trip. Have students list places they would and would not like to go.

Encourage students to look for interesting recipes or things to make in magazines or newspapers. Make a file.

-----  
Fearon: Pacemaker Classics, Story Books, True Adventure  
Xerox: Pals Paperbacks, Know Your World  
Scholastic Book Services: Action Libraries

37

37

Senior High Reading Skills - 3 - Reads rules and regulations for protection and direction w

SR3.1 The student will read and explain the meaning of 75% of the Vocationally Related Words found in Appendix A.

SR3.2 Given 8 - 10 written rules or regulations pertaining to protection and direction on the job, the student will read 6 and explain their meaning, to the teacher's satisfaction.

SR3.3 Given five written rules of 2 or more sentences in length pertaining to a job and given at least one example each of infractions of those rules, the student will select the rule being broken with 100% accuracy.

Many of the larger business and grocery store chains have one of these to use as a regulations. Make up fictional company rules. On field trip to discuss rules. Teach sight vocabulary on an index cards, crossword puzzles,

Senior High Reading Skills - 4 - Reads occupational material required on-the-job

SR4.1 Given order forms and labels pertaining to the job, e.g. order blanks, sick leave forms, stacking directions, the student will read and complete the forms with 80% accuracy.

SR4.2 During on the job training, the student will read all labels, forms, order blanks and other occupational material required with 80% accuracy.

Bring in or have students bring sample labels and forms.

Simulate waitress job, stocker, etc. including filling out forms as part of each unit or day.

Also read directions in manuals for appliances.

Skills - 3 - Reads rules and regulations for protection and direction which pertain to jobs

1. read and explain the meaning of  
by Related Words found in Appendix A.

Written rules or regulations pertaining  
on the job, the student will read  
meaning, to the teacher's satisfaction.

ten rules of 2 or more sentences in  
job and given at least one example  
those rules, the student will select  
with 100% accuracy.

Many of the larger businesses such as department store  
and grocery store chains have employee handbooks. Get  
one of these to use as a resource for sample rules and  
regulations. Make up fictional characters who break  
company rules. On field trips to job sites, ask guide  
to discuss rules. Teach vocationally related words as  
sight vocabulary on an individual basis using flash  
cards, crossword puzzles, word hunts, etc.

Skills - 4 - Reads occupational material required on-the-job

ms and labels pertaining to the job,  
k leave forms, stacking directions,  
and complete the forms with 80%

job training, the student will read all  
plans and other occupational material  
accuracy.

Bring in or have students who are working bring in  
sample labels and forms that they come in contact with.

Simulate waitress job, store clerk, gas station attendant  
etc. including filling out forms. This might be covered  
as part of each unit or different jobs.

Also read directions in manuals for use of tools and  
appliances.

375

376



Senior High Language Writing - 1 - Uses writing skills satisfactorily in all curriculum areas

SW1.1 Whenever presented with a situation that requires writing, the student will legibly write either in cursive or manuscript, whichever is required to the teacher's satisfaction.

Observe students writing individually with those students. See the Intermediate and Junior High specific objectives and activities.

Senior High Language Writing - 2 - Can spell accurately words in all curriculum areas, including words needed in filling out application and other forms.

SW2.1 The student will correctly spell all words related to his personal, education, and work experience background which are usually needed on a job application. e.g. address, name of school, city, state, his race, his job title, machines he can operate, etc.

Teach only the most necessary words. Use crossword puzzles, word search, etc. Have student make his own spelling list. One page for each letter of alphabet. Have students record words as they are spelled.

SW2.2 The student will spell those words the teacher deems essential to all curriculum areas, with 80% accuracy.

Senior High Language Writing - 3 - Can take and record messages

SW3.1 In actual or simulated situations the student will write messages for another person clearly enough that the person can understand the message, 80% of the time.

Take simulated telephone messages. Have student take a written message (e.g. "SSp")

277

3

BASIC SKILLS  
SENIOR HIGH  
LANGUAGE: WRITING

Writing - 1 - Uses writing skills satisfactorily in all curriculum areas

ted with a situation that requires  
ill legibly write either in cursive  
er is required to the teacher's

Observe students writing on daily assignments. Work  
individually with those students who have problems writi  
See the Intermediate and Junior High levels for more  
specific objectives and activities.

Writing - 2 - Can spell accurately words in all curriculum areas, including vocational words and  
words needed in filling out application and other forms

all correctly spell all words related  
ation, and work experience back-  
ally needed on a job application. e.g.  
city, state, his race, his job title,  
te, etc.

Teach only the most necessary words as spelling words.  
Use crossword puzzles, word hunts, etc. Have each  
student make his own spelling reference book. Provide  
one page for each letter of the alphabet and have  
students record words as they arise in daily classwork.

all spell those words the teacher deems  
riculum areas, with 80% accuracy.

Writing - 3 - Can take and record messages

Simulated situations the student will  
other person clearly enough that the  
the message, 80% of the time.

Make simulated telephone calls to students in which  
taking a written message is necessary. (See SL6 and  
SSp")

377

378

Senior High Language Writing - 4 - Can write letters and thank you notes

SW4.1 In a situation that requires a letter or a thank you note, the student will write the letter or thank you note to the teacher's satisfaction. (See IW8 and JW9)

Discuss the importance of  
are in order.

See the Intermediate and  
detailed objectives and ac

Make up fictitious characters  
weddings, babies, birthday  
Have students write, thank

Senior High Language Writing - 5 - Can write checks

SW5.1 Given the oral or written spelling of the name of the person or agency for whom the check is to be written, the student will write the name on the check with 95% accuracy.

See the Arithmetic (Money)  
Level.

SW5.2 Given checks to write in any amount up to \$200, the student will write the amount in digits and words as required with 95% accuracy. e.g. \$116.95 and One hundred sixteen and 95/100.

SW5.3 The student will fill out checks putting the necessary information in the appropriate places without error.

379

Writing - 4 - Can write letters and thank you notes

that requires a letter or a thank  
will write the letter or thank you  
satisfaction. (See IW8 and JW9)

Discuss the importance of thank you notes and when they  
are in order.

See the Intermediate and Junior High levels for more  
detailed objectives and activities.

Make up fictitious characters who have received gifts for  
weddings, babies, birthdays, Christmas, graduation, etc.  
Have students write thank you notes for these occasions

Writing - 5 - Can write checks

or written spelling of the name of the  
whom the check is to be written, the  
name on the check with 95% accuracy.

See the Arithmetic (Money) section of the Junior High  
Level.

write in any amount up to \$200, the  
amount in digits and words as required  
\$. \$116.95 and One hundred sixteen and

I fill out checks putting the necessary  
appropriate places without error.

379

380

Senior High Language Writing - 6 - Can make inventory records

SW6.1 Given a situation in which an inventory is required, the student will fill out the inventory record with 100% accuracy.

Using a relatively standard students take inventory of the facility.

Senior High Language Writing - 7 - Can make up a usable shopping list

SW7.1 Given an oral shopping list, the student will write whole words or abbreviations for each item and read back the list at least an hour later with 90% accuracy.

Have students make up shopping parties and other cooking projects needed to get supplies for a project.

SW7.2 Given a real or simulated situation, the student will decide what is needed and write a shopping list to the teacher's satisfaction.

Senior High Language Writing - 8 - Can formulate written suggestions for vocational improvement

SW8.1 Given a real classroom situation which could be improved, the student will write a suggestion for the improvement using sufficiently clear grammar, spelling, and writing that the idea can be understood by the teacher.

After special class activities, projects, etc. have students improvement.

SW8.2 Given a real or hypothetical vocational situation which needs improvement, the student will write a realistic suggestion for the improvement using sufficiently clear grammar spelling, and writing that the idea can be understood by the teacher.

BASIC SKILLS  
SENIOR HIGH  
LANGUAGE: WRITING

Writing - 6 - Can make inventory records

on in which an inventory is required,  
out the inventory record with 100%

Using a relatively standard inventory record form, have students take inventory of the classroom and other areas of the facility.

Writing - 7 - Can make up a usable shopping list.

shopping list, the student will write  
ations for each item and read back the  
later with 90% accuracy.

Have students make up shopping lists for food needed for parties and other cooking projects. Lists may also be needed to get supplies for craft and other vocational project.

simulated situation, the student will  
and write a shopping list to the

Writing - 8 - Can formulate written suggestions for vocational improvement

classroom situation which could be  
will write a suggestion for the  
sufficiently clear grammar, spelling,  
idea can be understood by the teacher.

After special class activities such as trips, parties, projects, etc. have students write suggestions for improvement.

hypothetical vocational situation  
t, the student will write a realistic  
rovement using sufficiently clear  
writing that the idea can be

382

381

TERMINAL OBJECTIVE

The EIR learner will demonstrate functional arithmetic skills necessary for practical inde

Senior High Arithmetic Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbe

SA1.1 Given any addition or subtraction problem involving whole numbers, the student will solve them with 90% accuracy.

SA1.2 Given addition or subtraction problems involving money, the student will correctly solve 90% of the problems with correct placement of decimal points.

SA1.3 Given word problems requiring addition or subtraction, the student will correctly solve 90% of the problems with correct placement of decimal points, if problems involve money.

SA1.4 Given multi-step problems involving addition and/or subtraction, the student will correctly solve of the problems e.g.  $24 + 132 - 26 + 8$ , with 90% accuracy.

If the student has not att  
addition and subtraction  
Intermediate and Jr. High  
objectives and activities.  
everyday living should be  
Orally conduct exercises in  
subtraction. Keep the pace  
this to checking and saving  
"deposit", "withdrawn" and  
and and subtract.

Love Publication Co., Indi

383

384

TERMINAL OBJECTIVE

demonstrate functional arithmetic skills necessary for practical independent living in society

ic Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbers

tion or subtraction problem involving  
student will solve them with 90% accuracy.

or subtraction problems involving money,  
ectly solve 90% of the problems with  
decimal points.

lems requiring addition or subtraction,  
ectly solve 90% of the problems with  
decimal points, if problems involve

p problems involving addition and/or  
ent will correctly solve of the  
2 -  $26+8$ , with 90% accuracy.

If the student has not attained proficiency in simple addition and subtraction by this level see the Intermediate and Jr. High levels for more specific objectives and activities. Word problems involving everyday living should be the emphasis at this point. Orally conduct exercises in multi-step addition and subtraction. Keep the pace as fast as possible. Relate this to checking and savings accounts by using the terms "deposit", "withdrawn" and "write a check" instead of add and subtract.

Love Publication Co., Individualized Math Instruction

383

331



Senior High Arithmetic Fundamental Skills - 2 - Expands multiplication and division skills

SA2.1 When unable to remember the product of two single digit numbers, the student will use addition to solve the problem with 90% accuracy.

SA2.2 Given multiplication problems involving one multi-digit number and one single digit number and requiring carrying, the student will correctly solve 90% of the problems.

SA2.3 Given multiplication problems involving two multi-digit numbers, the student will correctly solve 80% of the problems.

SA2.4 The student will divide any whole number with a divisor up through 10 with 80% accuracy.

SA2.5 The student will solve multiplication or division problems involving money with 80% accuracy.

Use multiplication and division individual drill. Keep a record of students as they progress. Play multiplication Bingo. Roll dice to make up multiplication problems for class or individuals and apply multiplication and division problems like figuring wages.

Love Publication Co., Inc.  
Instruction, Arithmetic I

385

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: FUNDAMENTAL SKILLS

c Fundamental Skills - 2 - Expands multiplication and division skills

remember the product of two single digit  
will use addition to solve the problem

Use multiplication and division flash cards for individual drill. Keep a wall chart to mark the progress of students as they learn their tables. Play multiplication Bingo (Mult-o).

ation problems involving one multi-  
single digit number and requiring carrying,  
ectly solve 90% of the problems.

Roll dice to make up multiplication problems for the class or individuals and for games. Apply multiplication and division skills to everyday problems like figuring wages, area, mileage, etc.

ation problems involving two  
the student will correctly solve 80% of

Love Publication Co., Individualized Arithmetic Instruction, Arithmetic Drill Sheets

1 divide any whole number with a  
with 80% accuracy.

1 solve multiplication or division  
ney th 80% accuracy.

385

386

Senior High Arithmetic Fundamental Skills - 3 - Uses all fundamental arithmetic skills by found in his environment

SA3.1 When asked what arithmetic processes are needed in solving a problem related to his environment, the student will state the arithmetic processes involved with 90% accuracy.

During work in content, area vocational projects, point application possible.

SA3.2 Given actual or simulated situations involving computations in his daily routine, (e.g. area of lawn mowing, sharing personal belonging, determining demensions for a model or dress to be constructed, reading meters, etc.) the student will solve the problem using the correct arithmetic skills with 90% accuracy.

Senior High Arithmetic Fundamental Skills - 4 - Can perform arithmetic functions related to

SA4.1 Given actual or simulated situations involving vocational areas: cooking, sewing, carpentry, farming, gas station attendance, stock boy, or domestic services, the student will solve problems using arithmetic skills necessary for their solution with 90% accuracy.

Give students individual ma to actual jobs they are hol vocational interests.

387

38

Arithmetic Fundamental Skills - 3 - Uses all fundamental arithmetic skills by applying them to problems found in his environment

At arithmetic processes are needed in related to his environment, the student arithmetic processes involved with 90%

During work in content areas as well as craft and vocational projects, point out any mathematical application possible.

For simulated situations involving daily routine, (e.g. area of lawn, personal belonging, determining dimensions to be constructed, reading meters, etc.) solve the problem using the correct method with 90% accuracy.

Arithmetic Fundamental Skills - 4 - Can perform arithmetic functions related to his job or jobs

For simulated situations involving cooking, sewing, carpentry, farming, finance, stock boy, or domestic services, solve problems using arithmetic skills solution with 90% accuracy.

Give students individual math assignments as they relate to actual jobs they are holding or to particular vocational interests.

208

Senior High Arithmetic Money - 1 - Uses skills associated with the exchange of goods and money

SAC01.1 Placed in a situation involving the exchange of goods for money (purchasing clothing, food, appliances, etc.) the EMR student will count out the amount of money needed to make the purchase (not exceed \$100.00), with 100% accuracy.

Prepare a class store of  
If a cash register is available  
items and give money to cash  
can also be used. Cashier  
Have students compare prices  
several different stores.  
Consumerism 1)

SAC01.2 Placed in a situation involving the purchasing of groceries on a weekly or monthly basis, the student will keep an accurate record of this account and tabulate his receipts with 100% accuracy.

Milton Bradley, Count Your  
DLM - Coins and Bills  
Fearon, Using Dollars and  
Pruett Publications Co., M  
Bk 1: Buying  
FR - Using Money Series

SAC01.3 Given a sales ad (grocery, medicines, clothing, or appliance, etc.) the student will list ten items he or she would purchase, and show in written form the difference in price as compared to the original price, with 100% accuracy.

SAC01.4 The student will purchase at least 20 items and compute the sales tax for the total amount with 100% accuracy.

6.4)

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MONEY

ic Money - 1 - Uses skills associated with the exchange of goods and money

a situation involving the exchange of  
chasing clothing, food, appliances,  
it will count out the amount of money  
urchase (not exceed \$100.00), with

Prepare a class store of empty containers with prices.  
If a cash register is available have students "buy"  
items and give money to cashier. An adding machine  
can also be used. Cashier must make correct change.  
Have students compare prices of particular items in  
several different stores. (See Intermediate  
Consumerism 1)

a situation involving the purchasing  
ekly or monthly basis, the student will  
ord of this account and tabulate his  
ccuracy.

Milton Bradley, Count Your Change Game  
DLM - Coins and Bills  
Fearon, Using Dollars and Cents, Money Makes Sense  
Pruett Publication Co., Mathematics in Living  
Bk 1: Buying  
FR - Using Money Series

les ad (grocery, medicines, clothing,  
the student will list ten items he or  
and show in written form the difference  
to, the original price, with 100% accuracy.

it will purchase at least 20 items and  
x for the total amount with 100% accuracy.

6.4

6.4

Senior High Arithmetic Money - 2 - Maintains a checking and saving account if he has an income for future income (See SW6)

SA(M)2.1 The student will demonstrate his knowledge of a checking and saving account with an actual or simulated pass book, by stating the entries made and what each mean with 100% accuracy.

See Junior High Arithmetic (Money) objectives and activities concerning checking and savings account. If there is an actual budget for sewing, woodworking, etc., let's have a running balance. Utilize a behavior modification program for checking accounts. Each student has a monthly statement, etc. Work is done weekly "paycheck" which is "deposited" (perhaps by a student "teller-book" of balance in each account. Student receives other reinforcements by writing a

3.11

Mayfax: Mathematics for Employment

3.12

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MONEY

Money - 2 - Maintains a checking and saving account if he has an income, and knows how to maintain one for future income (See SW6)

will demonstrate his knowledge of a  
account with an actual or simulated  
the entries made and what each mean

See Junior High Arithmetic (Money) for more detailed  
objectives and activities concerning the mechanics of  
checking and savings account.

If there is an actual budget for money to be spent in cooking,  
sewing, woodworking, etc., let students keep an account of  
a running balance.

Utilize a behavior modification program that runs on  
checking accounts. Each student has an account, checkbooks,  
monthly statement; etc. Work is rewarded by a daily or  
weekly "paycheck" which is "deposited". Records are kept  
(perhaps by a student "teller-bookkeeper" or the teacher)  
of balance in each account. Student keeps "free time" or  
other reinforcements by writing a check on his account.

6.11

Mayfex: Mathematics for Employment, Mathematics for Family  
Living

6.12



Senior High Arithmetic Money - 3 - Has some understanding of federal, state and local taxes (See SA(M)1.4)

SA(M)3.1 The student will name at least four kinds of taxes, (sales tax, gasoline tax, property tax, utility tax, etc.)

Ask students to name the kinds of taxes on the board. Discuss how to add those taxes that students know. Have a speaker who is knowledgeable visit the class.

SA(M)3.2 Following instructions on the personal income tax, the student will compute and fill out a short form for income tax to the teacher's satisfaction

Obtain short form and itemized deduction form from the Internal Revenue Office. Use real or xeroxed W-2 forms and withholding amount forms accordingly.

SA(M)3.3 The student will state where he would go for help with his income taxes if he has problems, with 100% accuracy.

Pruett Publication Co., Mathematics  
Bk4: Credit, Loans & Taxes

Follet, Paycheck

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MONEY

Money - 3 - Has some understanding of federal, state and local taxes of various kinds  
(See SA(M)1.4)

will name at least four kinds of taxes, income tax, property tax, utility tax,

Ask students to name the kinds of taxes they know. List these on the board. Discuss how each is paid. Then add those taxes that students didn't name. Have a speaker who is knowledgeable on the subject visit the class.

instructions on the personal income tax, and fill out a short form for the teacher's satisfaction

Obtain short form and itemized return forms from Post Office. Use real or xeroxed W2 forms with imaginary incomes and withholding amounts and have students fill out tax forms accordingly.

will state where he would go for help if he has problems, with 100%

Pruett Publication Co., Mathematics in Living,  
Bk4: Credit, Loans & Taxes

Follet, Paycheck

Senior High Arithmetic Money - 4 - Can write a complete and reasonable budget for a given salary for savings (See SS18)

SAGD4.1 The student will state the types of listings recorded in keeping a budget to the teacher's satisfaction.

Use newspaper classified section for rental apartments and houses. Make a grocery shopping list for four. Use newspaper ads to determine

SAGD4.2 The student will write out an actual or simulated budget with correct computations in maintaining a balanced budget to the satisfaction of the teacher.

Bring in accumulated bills and receipts for gas, telephone, insurance, credit, etc. and have students practice budgeting. Use these for a general idea of commodities and services. Given an income the student is to set up a workable budget. (See Junior High Arithmetic (Math and Social 20)

335

29

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MONEY

c Money - 4 - Can write a complete and reasonable budget for a given salary, including deduction for savings (See SS18)

will state the types of listings  
budget to the teacher's satis-

will write out an actual or simulated  
computations in maintaining a balanced  
tion of the teacher.

Use newspaper classified sections to obtain estimates of  
rental apartments and houses.

Make a grocery shopping list for an imaginary family of  
four. Use newspaper ads to determine food prices.

Bring in accumulated bills and statements for electricity,  
gas, telephone, insurance, credit cards, charge accounts,  
etc. and have students practice locating the "Amount Due."  
Use these for a general idea of the cost of these  
commodities and services.

Given an income the student is to use above information  
to set up a workable budget.

(See Junior High Arithmetic (Money) 6, Consumerism 16,  
and Social 20)

385

386

TIME

Senior High Arithmetic (Time) Demonstrates an ability to tell time correctly and use time in

SA(T)1.1 Given a task to complete within a given time, the student will demonstrate his ability to tell time accurately by completing the task within the time limit as observed by the teacher.

Make a prescription sheet for students beginning and ending times for tasks. If students have difficulty telling time, see the Intermediate and Junior objectives and activities.

SA(T)1.2 The student will tell time by the minute with 90% accuracy.

SA(T)1.3 Given working hours, the student will compute the number of hours worked to the half hour with 90% accuracy. e.g. 8:00 - 12:30 = 4 1/2 hours.

SA(T)1.4 Given a job to perform, the student will compute the number of minutes it took him to complete that task with 90% accuracy.

387

39

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: TIME

TIME

(Time) Demonstrates an ability to tell time correctly and use time in problems

<p>to complete within a given time, demonstrate his ability to tell time and complete the task within the time limit.</p>	<p>Make a prescription sheet for students to indicate beginning and ending times for tasks. (See Appendix B) If students have difficulty telling time or time computing see the Intermediate and Junior High levels for more specific objectives and activities.</p>
<p>will tell time by the minute with</p>	
<p>hours, the student will compute rounded to the half hour with 90% 12:30 = 4 1/2 hours.</p>	
<p>to perform, the student will compute the time it took him to complete that task</p>	

887

888 28

Senior High Arithmetic Time - 2 - Understands how time is used in computing pay

SA(T)2.1 The student will explain that his pay is computed by the numbers of hours he works.

Make up fictitious characters, hours. Have students compute

SA(T)2.2 Given the times worked (e.g. 8:00-12:00 Monday-Friday) and the hourly rate, the student will compute the number of hours worked and the gross pay, with 90% accuracy.

Mafex, Mathematics for the Work  
Follett, Paycheck  
Pruett Publication Co , Mathema  
Wages a

SA(T)2.3 Given an amount for a weekly pay check, and the number of hours worked, the student will compute his hourly pay with 100% accuracy.

399

100

Time: Understands how time is used in computing pay

will compute the pay is computed  
as he works.

Make up fictitious characters, describe their wages and  
hours. Have students compute the total wage.

times work, e.g. 8:00-12:00 Monday-  
rate, the student will compute the  
and the gross pay, with 90% accuracy.

Mafex, Mathematics for the Worker  
Follett, Paycheck  
Pruett Publication Co., Mathematics in Living, BK2:  
Wages and Budgets

print out weekly pay check, and the  
the student will compute his hourly

136

136



Senior High Arithmetic Time - 3 - Learns to figure age in years, months and days

SA(T)3.1 When asked to compute his age in years, months, days, the student will solve correctly the problem 90% of the time.

Have each student compute his own someone else's birthdate and have In particular have them compute h

Senior High Arithmetic Time - 4 - Can effectively estimate the amount of time necessary for and going from one work area to another (See SV23)

SA(T)4.1 Given a task to complete, the student will estimate the time needed for completion of the task including preparation and clean up, with 90% accuracy.

Use perscription sheets as mentio described in Appendix B. Use rea cards if available.

SA(T)4.2 Given a series of tasks to perform, the student will estimate the time required for completion of all tasks including preparation, clean up, and going from one work area to another 90% of the time.

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: TIME

Time - 3 - Learns to figure age in years, months and days

to compute his age in years, months, solve correctly the problem 90%

Have each student compute his own age. Give each student someone else's birthdate and have them compute their ages. In particular have them compute how many months old they are.

Time - 4 - Can effectively estimate the amount of time necessary for task completion and going from one work area to another (See SV23)

to complete, the student will estimate completion of the task including up, with 90% accuracy.

Use perscription sheets as mentioned in SA(T)1 and as described in Appendix B. Use real time punch clocks and cards if available.

of tasks to perform, the student required for completion of all tasks clean up, and going from one work the time.

Senior High Arithmetic Measurement - 1 - Uses all ordinary measuring devices

SA(MS)1.1 Given a situation in which the student needs a measurement he will select the appropriate device such as ruler, scale, thermometer, with 100% accuracy.

SA(MS)1.2 The student will accurately use an inch rule to 1/8 of an inch and a meter to within one centimeter 90% of the time.

SA(MS)1.3 The student will use a bathroom scale to the nearest pound and a scale weighing ounces to the nearest ounce, 90% of the time.

SA(MS)1.4 The student will use a thermometer (room, outside, or medical) to the nearest degree 90% of the time.

SA(MS)1.5 The student will use a measuring cup to the quarter cup 90% of the time.

Survey the student's ability to on the various measuring instrument proficiency for each student. less than required at this level. Junior High level. At this level devised through craft projects and other curriculum areas that in using skills previously acquired sewing, woodworking, weighing, temperatures in the oven, outside, or temperature are some of the areas used to give students practice.

400

MEASUREMENT

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MEASUREMENT

Measurement 1, - Uses all ordinary measuring devices

ation in which the student needs  
select the appropriate device such  
ometer, with 100% accuracy.

will accurately use an inch rule to  
meter to within one centimeter 90% of

will use a bathroom scale to the  
scale weighing ounces to the nearest

will use a thermometer (room, outside,  
rest degree 90% of the time.

will use a measuring cup to the  
time.

Survey the student's ability to use and read the scales  
on the various measuring instruments. Find the level of  
proficiency for each student. If the proficiency is  
less than required at this level see the Intermediate and  
Junior High level. At this level, tasks should be  
devised through craft projects, vocational experiences  
and other curriculum areas that give students practice  
in using skills previously acquired. Following recipes,  
sewing, woodworking, weighing food and reading tempera-  
tures in the oven, outside, on a thermostat, and body  
temperature are some of the activities which should be  
used to give students practice in measuring.

405

406

Senior High Arithmetic Measurement - 2 - Uses fractions in home and work situations

SA(Ms)2.1 Given the appropriate measurement devices, the student will measure 20 fractional parts such as;  $\frac{1}{4}$  cup,  $\frac{1}{3}$  cup,  $\frac{1}{2}$  cup,  $\frac{2}{3}$  cup,  $\frac{3}{4}$  cup, 1 cup,  $1\frac{1}{4}$  cup, etc.  $\frac{1}{3}$  yd.,  $\frac{1}{2}$  yd.,  $2\frac{3}{4}$  yds., etc.,  $\frac{1}{2}$  oz.,  $1\frac{1}{3}$  oz., etc.;  $\frac{1}{2}$  lb.,  $2\frac{1}{4}$  lbs., etc.

In previous levels students sh  
understanding of fractions per  
students should be applying th  
situations in the kitchen, sev  
and craft areas, greenhouse,

SA(Ms)2.2 Given recipes to be doubled, the student will correctly double the following fractions;  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{3}$ ; and  $\frac{3}{4}$  80% of the time.

SA(Ms)2.3 Given recipes to be halved, the student will correctly half the following 80% of the time:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$  and 1.

405

406

BASIC SKILLS  
SENIOR HIGH  
ARITHMETIC: MEASUREMENT

Measurement - 2 - Uses fractions in home and work situations

appropriate measurement devices, the  
fractional parts such as;  $\frac{1}{4}$  cup,  
cup,  $\frac{3}{4}$  cup, 1 cup,  $1\frac{1}{4}$  cup, etc.,  
yds., etc.,  $\frac{1}{2}$  oz.,  $1\frac{1}{3}$  oz., etc.;  
c.

In previous levels students should have attained an  
understanding of fractions per se. At this level  
students should be applying these concepts to actual  
situations in the kitchen, sewing lab, woodworking  
and craft areas, greenhouse, etc.

to be doubled, the student will  
following fractions;  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  
time.

to be halved, the student will  
following 80% of the time:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$

406

$\frac{1}{2}$  11)

Senior High Arithmetic Measurement - 3 - Describes the use of fraction in daily home and work

SA(Ms)3.1 Given fractions and whole numbers in a home or work situation (e.g. a recipe, directions for mixing plant food, linear measurement etc.), the student will state which numbers are fractions with 100% accuracy.

Before presenting a project involving the concept of fractions and give students alert for these when they

SA(Ms)3.2 The student will name three home and three work situations in which he may need to use fractions.

407

c Measurement - 3 - Describes the use of fraction in daily home and work situation

ions and whole numbers in a home or  
a recipe, directions for mixing plant  
ent etc.), the student will state  
ctions with 100% accuracy.

will name three home and three work  
e may need to use fractions.

Before presenting a project involving fractions, discuss  
the concept of fractions and give some examples to have  
students alert for these when they encounter them.

407

408



ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness as they relate to his independence.

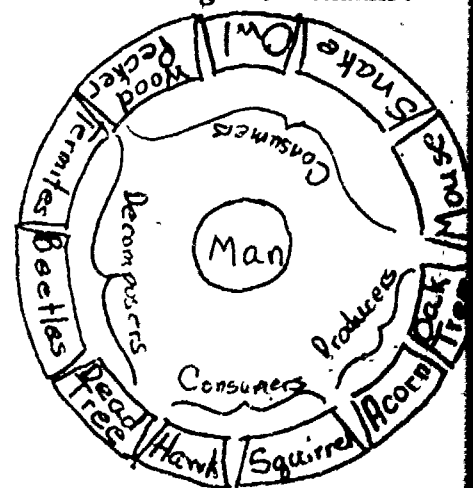
Senior High Environmental Awareness - 1 - Understands the relationship between plants and animals and of their interdependence

SE1.1 Following examples of plant and animal interdependence, the student will explain to the teacher's satisfaction the meaning and importance of interdependence. e.g. plants and animals depend upon each other for health and survival.

SE1.2 The student will explain to the teacher's satisfaction 2 ways in which animals are dependent upon plants. e.g. food and shelter.

SE1.3 The student will explain to the teacher's satisfaction 2 ways in which plants are dependent upon animals. e.g. carrying seeds and pollinating.

Study food chains that are common in the science department for this information. Use mobiles showing food chains.



and beetles, and makes a hole in the hole for a home and eats a mouse which has knawed on the bark of the tree. Give each student a card with a food chain written on it. Connect the cards by punching holes and threading

ENVIRONMENTAL AWARENESS

**BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS**

TERMINAL OBJECTIVE

hibit skills in environmental awareness as they relate to his independent living

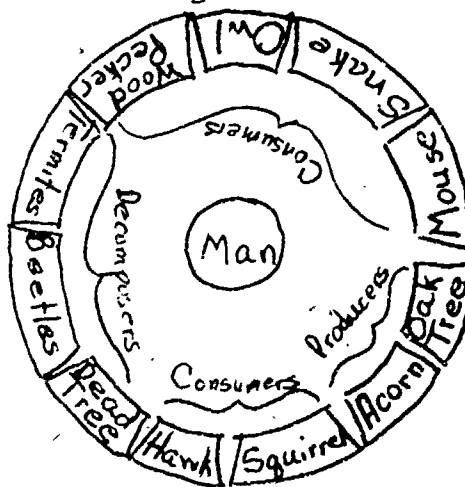
al Awareness - 1 - Understands the relationship between plants and animals and the importance of their interdependence

mples of plant and animal inter-  
will explain to the teacher's satis-  
importance of interdependence.  
depend upon each other for

ill explain to the teacher's satis-  
animals are dependent upon plants.

ill explain to the teacher's satis-  
plants are dependent upon animals.  
pollinating.

Study food chains that are common to your area. See the science department for this information. Make charts and mobiles showing food chains.



For Example:

An oak tree produces acorns. A squirrel lives in the oak tree and eats acorns. A hawk catches the squirrel and eats it while perching by its nest in a dead tree. Beetles are beginning to eat (decompose) the dead trees. Termites continue to break down the wood further. A woodpecker eats the

and beetles, and makes a hole in the tree. An owl uses the hole for a home and eats a snake which has eaten a mouse which has knawed on the bark and acorns of the oak tree. Give each student a card with a member of the food chain written on it. Connect cards with an unbroken string by punching holes and threading them together.

409

400

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

---

Bengiger, Ecology

McDonalds Ecology Action Pack

How and Why Wonder Books, Ecology

411

Senior High Environmental Awareness - 2 - Identifies the uses of plants and animals to man

SE2.1 The student will name five non-food uses of plants  
e.g. wood, turpentine, rubber, paper, fabric, decorations.

SE2.2 The student will name five non-food uses of animals  
e.g. fabric, transportation, leather, enjoyment (pets, sports), glue.

SE2.3 Given ten common objects, the student will state whether each is made from animals, vegetables, minerals, or a combination with 90% accuracy. e.g. pencil, paper, leather wallet, key, piece of cotton, paper clip, coin, rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or animals (including some food items), the student will name the plants and/or animals from which they were made, with 90% accuracy.

Make a display of common objects  
samples of the raw material from  
Play a guessing game called Anir  
A student draws the name of a pr  
He tells the class whether the p  
or mineral. From that point on  
questions until someone guesses  
guesses draws the card for the r  
students to ask questions regard  
of the product.

413

413

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

al Awareness - 2 - Identifies the uses of plants and animals to man

ill name five non-food uses of plants  
rubber, paper, fabric, decorations.

Make a display of common objects showing the object with samples of the raw material from which it was made. Play a guessing game called Animal, Vegetable, Mineral. A student draws the name of a product written on a card. He tells the class whether the product is animal, vegetable, or mineral. From that point on students ask "yes" or "no" questions until someone guesses the product. Student who guesses draws the card for the next game. Encourage students to ask questions regarding the source and uses of the product.

ill name five non-food uses of animals  
tion, leather, enjoyment (pets,

mon objects, the student will state  
om animals, vegetables, minerals,  
0% accuracy. e.g., pencil, paper  
ece of cotton, paper clip, coin,  
ool, wooden ruler.

of 20 items made from plants and/or  
food items), the student will  
animals from which they were made,

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

---

Bengiger, Ecology

McDonalds Ecology Action Pack

How and Why Wonder Books, Ecology

414

Senior High Environmental Science - 2 - Identifies the uses of plants and animals to man

SE2.1 The student will name five non-food uses of plants  
e.g. wood, turpentine, rubber, paper, fabric, decorations.

Make a display of common objects  
samples of the raw material from  
Play a guessing game called Anir  
A student draws the name of a p  
He tells the class whether the p  
or mineral. From that point on  
questions until someone guesses  
guesses draws the card for the  
students to ask questions regard  
of the product.

SE2.2 The student will name five non-food uses of animals  
e.g. fabric, transportation, leather, enjoyment (pets,  
sports), glue.

SE2.3 Given ten common objects, the student will state  
whether each is made from animals, vegetables, minerals,  
or a combination with 90% accuracy. e.g. pencil, paper  
leather wallet, key, piece of cotton, paper clip, coin,  
rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or  
animals (including some food items), the student will  
name the plants and/or animals from which they were made,  
with 90% accuracy.

415

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

tal Awareness - 2 - Identifies the uses of plants and animals to man

will name five non-food uses of plants  
rubber, paper, fabric, decorations.

will name five non-food uses of animals  
leather, enjoyment (pets,

common objects, the student will state  
from animals, vegetables, minerals,  
90% accuracy. e.g. pencil, paper  
piece of cotton, paper clip, coin,  
wool, wooden ruler.

of 20 items made from plants and/or  
e. food items), the student will  
animals from which they were made,

Make a display of common objects showing the object with  
samples of the raw material from which it was made.  
Play a guessing game called Animal, Vegetable, Mineral.  
A student draws the name of a product written on a card.  
He tells the class whether the product is animal, vegetable,  
or mineral. From that point on students ask "yes" or "no"  
questions until someone guesses the product. Student who  
guesses draws the card for the next game. Encourage  
students to ask questions regarding the source and uses  
of the product.

413

416



BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

---

Bengiger, Ecology

McDonalds Ecology Action Pack

How and Why Wonder Books, Ecology

A  
2. 7

Senior High Environmental Science - 2 - Identifies the uses of plants and animals to man

SE2.1 The student will name five non-food uses of plants  
e.g. wood, turpentine, rubber, paper, fabric, decorations.

Make a display of common objects  
samples of the raw material from  
Play a guessing game called Animal  
A student draws the name of a product  
He tells the class whether the product is  
or mineral. From that point on  
questions until someone guesses  
guesses draws the card for the next  
students to ask questions regarding  
of the product.

SE2.2 The student will name five non-food uses of animals  
e.g. fabric, transportation, leather, enjoyment (pets,  
sports), glue.

SE2.3 Given ten common objects, the student will state  
whether each is made from animals, vegetables, minerals,  
or a combination with 90% accuracy. e.g. pencil, paper  
leather wallet, key, piece of cotton, paper clip, coin,  
rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or  
animals (including some food items), the student will  
name the plants and/or animals from which they were made,  
with 90% accuracy.

418

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

tal ... 2 - Identifies the uses of plants and animals to man

will name five non-food uses of plants  
rubber, paper, fabric, decorations.

will name five non food uses of animals  
ation, leather, enjoyment (pets,

mon objects, the student will state  
rom animals, vegetables, minerals,  
90% accuracy. e.g. pencil, paper  
iece of cotton, paper clip, coin,  
ool, wooden ruler.

of 20 items made from plants and/or  
e food items), the student will  
animals from which they were made,

Make a display of common objects showing the object with  
samples of the raw material from which it was made.  
Play a guessing game called Animal, Vegetable, Mineral.  
A student draws the name of a product written on a card.  
He tells the class whether the product is animal, vegetable,  
or mineral. From that point on students ask "yes" or "no"  
questions until someone guesses the product. Student who  
guesses draws the card for the next game. Encourage  
students to ask questions regarding the source and uses  
of the product.

418

419

Senior High Environment Managers - 3 - Understands the importance of ecological systems and maintaining balance

SE3.1 The student will name three natural resources used in the manufacture of products. e.g. ore for metals, chemicals for plastics, fuels for energy, stone, and water.

SE3.2 The student will name three waste materials which are difficult to get rid of. e.g. waste metal, plastics, heat, smoke, gases, dirty water.

SE3.3 The student will explain to the teacher's satisfaction what biodegradable means.

SE3.4 The student will name ten ways in which to decrease waste pollution. e.g. saving aluminum newspaper or glass for re-cycling; re-using paper bags, newspapers, scrap paper etc.; using rags rather than paper towels; using soap rather than detergent; buying beverages in returnable bottles; repairing rather than discarding certain items; using paper rather than plastic where possible; using throw-aways for crafts or projects; keeping engines tuned; using anti-pollution devices in engines, etc.

Discuss what recycle means. List that can be recycled. Recycle small pieces of 1/2 page of news-  
bowl 3/4 full of water to soak paper with an egg beater until 2 heaping tablespoons of cornstarch add to mixture. Hold a 3/4 inch screen flat and lower it into the bowl until a layer of pulp 1/16 inch thick forms on a piece of newspaper. Put the screen down with a wood block gently against the newspaper until the water filters through the newspaper. Allow to drain the "paper" from the screen. Demonstrate how land fill operates. Put a few small stones in the bottom of a bowl 1/3 full with top soil. Put a common trash on next-newspaper, potato peels, bread, etc. Then Sprinkle with water. Cover the bowl with plaster. Set in a warm, dark place for two or three weeks, examine contents and what didn't. Discuss what decomposed matter is. Discuss

Awareness - 3 - Understands the importance of ecological systems and his responsibility in maintaining balance

will name three natural resources of products. e.g. ore for plastics, fuels for energy, stone,

will name three waste materials which of. e.g. waste metal, plastics, water.

will explain to the teacher's satisfaction means.

will name ten ways in which to de-  
e.g. saving aluminum newspaper  
; re-using paper bags, news-  
; using rags rather than paper  
er than detergent; buying beverages  
repairing rather than discarding  
per rather than plastic where  
ways for crafts or projects;  
using anti-pollution devices

Discuss what recycle means. List on the board products that can be recycled. Recycle your own paper. Tear up small pieces of 1/2 page of newspaper and place them in a bowl 3/4 full of water to soak for 1 hour. Beat the paper with an egg beater until it is creamy pulp. Dissolve 2 heaping tablespoons of cornstarch in a pint of water and add to mixture. Hold a 3/4 inch square piece of window screen flat and lower it into the pulp. Do this repeatedly until a layer of pulp 1/16 inch thick is accumulated. Place on a piece of newspaper. Put this in a plastic bag. Press down with a wood block gently at first and then harder until the water filters through the screen and soak into the the newspaper. Allow to dry for 24 hours. Peel the "paper" from the screen.

Demonstrate how land fill operations work. Put a few small stones in the bottom of a clay pot. Fill about 1/3 full with top soil. Put a layer of small pieces of common trash on next-newspaper, tin, steel wool, glass, potato peels, bread, etc. Then cover with a layer of soil. Sprinkle with water. Cover the pot with a piece of plaster. Set in a warm, dark place. Keep soil moist. After two or three weeks, examine contents to see what decomposed and what didn't. Discuss what the implications of the non-decomposed matter is. Discuss what biodegradable means.

4.0

421

SE3.5 After giving ten examples of ways to decrease waste pollution, the student will describe to the teacher's satisfaction how two of these may produce other problems (e.g. need space to save materials for recycling, using paper rather than plastic requires more trees or recycling, may be more expensive in time or money to repair rather than discard certain materials, etc.).

SE3.6 The student will define or describe the term 'maintaining ecological balance' to the satisfaction of the teacher..

SE3.7 The student will name 3 ways to maintain ecological balance. e.g. planting a new tree when one is cut, recycling materials, re-using bottles, etc.

BASIC SKILLS  
SENIOR HIGH  
ENVIRONMENTAL AWARENESS

ten examples of ways to decrease  
udent will describe to the  
how two of these may produce  
ed space to save materials for re-  
ther than plastic requires more  
be more expensive in time or  
than discard certain materials, etc.).

ill define or describe the term  
balance' to the satisfaction

ill name 3 ways to maintain  
g. planting a new tree when one is,  
s, re-using bottles, etc.

42

43

Senior High Consumerism - 1 - Makes unit cost comparison when shopping (See SS22)

SC1.1 The student will define or describe "unit cost comparison" to the teacher's satisfaction. e.g. comparing price per ounce, pound, piece, etc. of two or more brands of the same type item to determine which is cheaper.

SC1.2 Given 10 sets of unit priced items, each set containing 2 or 3 items, the student will identify the 'least expensive in each set with 100% accuracy.

SC1.3 Given a grocery list, the student will shop for the groceries in a real or simulated situation making unit cost comparisons to the teacher's satisfaction.

During a trip to the grocery labels on the shelves that students point out the least. Give students a shopping list unit price beside each item. and can comprehend it, show unit prices are determined. simple ones.

Pruett Pub. Co., Mathematics  
Grolier, Modern Consumer Education  
New Readers Press, Be Informed

Senior High Consumerism - 2 - Demonstrates ability to cross-check cost of goods with cashier

SC2.1 Given an actual situation of having at least 10 items rung up on a cash register (either at a store or with a cash register in the school), the student will observe the prices marked and the prices registered and determine if the correct prices were registered with 100% accuracy.

After purchasing items at a store students cross check the register



CONSUMERISM

**BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM**

- 1 - Makes unit cost comparison when shopping (See SS22)

define or describe 'unit cost  
her's satisfaction. e.g. comparing  
piece, etc. of two or more brands  
to determine which is cheaper.

unit priced items, each set  
, the student will identify the  
set with 100% accuracy.

list, the student will shop for the  
simulated situation making unit  
the teacher's satisfaction.

During a trip to the grocery store, point out the  
labels on the shelves that show unit cost. Have  
students point out the least and most expensive items.  
Give students a shopping list and have them write the  
unit price beside each item. If students are interested  
and can comprehend it, show them mathematically how  
unit prices are determined. Let them figure out some  
simple ones.

Pruett Pub. Co., Mathematics - Living Book 1: Buying  
Grolier, Modern Consumer Education  
New Readers Press, Be Informed - Unit 14: Wise Buying

- m - 2 - Demonstrates ability to cross-check cost of goods with casier's figures

situation of having at least 10 items  
ster (either at a store or with a  
chool), the student will observe the  
prices registered and determine if the  
gistered with 100% accuracy.

After purchasing items at stores for class use, have  
students cross check the receipts.

425

4.4

SC2.2 Given three different actual receipts (e.g. grocery store cashier tape, receipt from hardware store, and one from department store) each of which contains at least five items, and given the cost of the items purchased, the student will cross check the receipt with 90% accuracy.

Senior High Consumerism - 3 - Knows when he has been the victim of a fraudulent practice (Business Bureau)

SC3.1 The student will explain to the teacher's satisfaction the meaning of fraudulent practices and give two examples.

Talk with the nearest Better Business Bureau representative or someone in the community who knows the matters to find out some of the fraudulent practices of the area. Report to the class. Check the Action Line.

SC3.2 Given complete descriptions of 5 transactions, some of which are fraudulent, the student will state which are fraudulent with 90% accuracy. Note: when possible use as examples fraudulent practices presently being conducted in the area.

Grolier, Modern Consumer Encyclopedia, New Readers Press, Be informed

SC3.3 The student will name three organizations to which to report a known or suspected fraudulent practice, e.g. Post Office (if practice involves mail), Better Business Bureau, Legal Aid, Action Line.

SC3.4 Given a complete description of a known or suspected fraudulent transaction, the student will make simulated telephone call to an appropriate organization giving the necessary information to report the transaction, to the teacher's satisfaction.

**BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM**

different actual receipts (e.g. grocery receipt from hardware store, and one) each of which contains at least five cost of the items purchased, the check the receipt with 90% accuracy.

sm - 3 - Knows when he has been the victim of a fraudulent practice (uses Legal Aid and Better Business Bureau)

11 explain to the teacher's satisfaction fraudulent practices and give two examples.

descriptions of 5 transactions, some of which the student will state which are accurate. Note: when possible use as many fraudulent practices presently being conducted in the

11 name three organizations to which suspected fraudulent practice, e.g. (one involves mail), Better Business Bureau, Action Line.

11 description of a known or suspected fraudulent practice, the student will make simulated call to appropriate organization giving the details of the transaction, to the

Talk with the nearest Better Business Bureau or someone in the community who is informed on these matters to find out some of the more common fraudulent practices of the area. Role play several with the class. Check the Action Line in the local newspaper.

Grolier, Modern Consumer Education  
New Readers Press, Be informed, Unit 14: Buying

4 7

4.6

Senior High Consumerism - 4 - Understands and prepares for the inevitable depreciation of.

SC4.1 The student will define or describe "depreciation" to the teacher's satisfaction. e.g. the gradual lowering in value of an item.

Since the automobile is one that is traded in or resold to depreciation, it is a good example. Cars are also of high interest. Homes are also good examples or dealer to discuss warranty.

SC4.2 Given the new price for a major item (e.g. major appliance, car, farm equipment, etc.) and estimated depreciation since time of purchase, the student will compute the present value with 90% accuracy.

Make up situations involving depreciation vs. repair. Have students discuss alternatives.

SC4.3 Given an object needing repair and given the following information about the object, the student will discuss to the teacher's satisfaction the relative advantages of repairing it: (1) replacement cost (2) estimated depreciated value of object needing repair (3) whether or not warranty is in effect (4) whether or not warranty covers necessary repair parts and labor (5) estimated cost for parts and labor.

New Readers Press, Be Informed  
Unit 3 : Owning an Auto

SC4.4 Given the manufacturer's suggested maintenance for an object, the student will state two possible outcomes if not following those suggestion. e.g. may void warranty, may result in depreciation, may result in costly repairs, may result in loss of property, etc. (See SC13)

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

ism - 4 - Understands and prepares for the inevitable depreciation of goods (See SS28)

will define or describe "depreciation"  
satisfaction. e.g. the gradual lowering

Since the automobile is one of the most common items that is traded in or resold and therefore is subject to depreciation, it is a good example to start with. Cars are also of high interest to teens. Mobile homes are also good examples. Invite a car salesman or dealer to discuss warranty with students.

price for a major item (e.g. major equipment, etc.) and estimated time of purchase, the student will compute with 90% accuracy.

Make up situations involving the decision of replacement vs. repair. Have students discuss and weigh the alternatives.

at needing repair and given the following object, the student will discuss to action the relative advantages of placement cost (2) estimated depreciated repair (3) whether or not warranty is or not warranty covers necessary repair estimated cost for parts and labor.

New Readers Press, Be Informed, Unit 2: Buying an Auto;  
Unit 3 : Owning an Auto

manufacturer's suggested maintenance student will state two possible outcomes suggestion. e.g. may void warranty, on, may result in costly repairs, may, etc. (See SS13)

Senior High Consumerism - 5 - Understands cost of upkeep verses repair of property (See

SC5.1 Given the estimated cost of upkeep and of repair of 10 items, the student will compute the difference with 90% accuracy.

See activities mentioned in

-----  
Grolier, Modern Consumer Edu

Senior High Consumerism - 6 - Understands value of warranties and guarantees on goods

SC6.1 The student will define or describe the meaning of warranty or guarantee to the teacher's satisfaction. e.g. an agreement to replace or repair a new item under certain specifications.

Bring in warranties and guar  
and discuss them with the cl  
and have students decide if  
be covered under various war

SC6.2 Given a warranty or guarantee on a new item and the length of time for which it is in effect, the student will determine the date on which it expires with 90% accuracy.

-----  
New Readers Press: Be Inform  
Grolier: Modern Consumer Edu

SC6.3 With the help of the teacher, the student will read a warranty or guarantee and list to the teacher's satisfaction the parts and services covered and not covered by the warranty.

SC6.4 With the help of the teacher, the student will read a warranty or guarantee and list ways in which the warranty is voided, to the teacher's satisfaction.

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

Consumerism - 5 - Understands cost of upkeep verses repair of property (See SS28)

Estimated cost of upkeep and of repair  
Student will compute the difference with

See activities mentioned in previous objective SC4

-----  
Grolier, Modern Consumer Education

Consumerism - 6 - Understands value of warranties and guarantees on goods

Student will define or describe the meaning of  
warranty to the teacher's satisfaction.  
Student will replace or repair a new item under  
warranty.

Bring in warranties and guarantees from appliances. Read  
and discuss them with the class. Make up situations  
and have students decide if these would be or would not  
be covered under various warranties and guarantees.

Student will warranty or guarantee on a new item and  
state for which it is in effect, the student  
state the date on which it expires with 50%

-----  
New Readers Press: Be Informed, Unit 2: Buying an Auto  
Grolier: Modern Consumer Education

With help of the teacher, the student will  
warranty or guarantee and list to the teacher's  
parts and services covered and not  
warranty.

With help of the teacher, the student will  
warranty or guarantee and list ways in which the  
warranty, to the teacher's satisfaction.

4.0

4.0

Senior High Consumerism 7 - Knows the advantages and disadvantages of installment and credit buying.

SC7.1 The student will define or describe to the teacher's satisfaction the terms "buying on credit", "installment buying", and "buy now, pay later".

During discussion on credit, think are the advantages and disadvantages. Write them on the board.

SC7.2 Given the cash price of an item and the total, installment or credit price including interest of that item; the student will compute the cost of buying on installment or credit with 90% accuracy.

Make up situation in which student can compare the cost of items on the installment to the cash price.

SC7.3 The student will state to the teacher's satisfaction, two advantages and two disadvantages of installment or credit buying.

Institute of Life Insurance, New Readers Press, Be Info Pruet Publ. Co., Mathematics Book 4: Credit, Loans, Grolier, Modern Consumer Education

Senior High Consumerism 8 - Knows the process of borrowing money and interest rates involved.

SC8.1 Given a loan application, the student will complete the application with 90% accuracy.

Invite someone from a lending class. Discuss with him a situation that is desired of time by giving them specific information. Find out the answers to. Have one student interview the other to expect.

SC8.2 The student will name three factors which influence the amount of interest on a loan, e.g. lending institution, credit rating, type of loan, current interest rates.

SC8.3 Given two interest rates and the actual interest for each rate on a specified amount, the student will compute the difference between the amount of interest paid for 2 rates with 90% accuracy.

413



ism - 7 - Knows the advantages and disadvantages of installment and credit buying

will define or describe to the teacher's  
as "buying on credit", "installment  
w, pay later".

h price of an item and the total  
t price including interest of that  
ll compute the cost of buying on  
t with 90% accuracy.

will state to the teacher's satisfaction,  
two disadvantages of installment or credit

During discussion on credit, ask students what they think are the advantages and disadvantages of credit. Write them on the board.

Make up situation in which students figure the total cost of items on the installment plan and compare it to the cash price.

Institute of Life Insurance, A Date With Your Future  
New Readers Press, Be Informed, Unit 1: Personal Credit  
Pruett Publ. Co., Mathematics in Living, Book 1: Buying  
Book 4: Credit, Loans, and Taxes  
Grolier, Modern Consumer Education

ism - 8 - Knows the process of borrowing money and interest rates involved

application, the student will complete  
90% accuracy.

will name three factors which influence the  
n a loan, e.g. lending institution, credit  
, current interest rates.

erest rates and the actual interest for  
fied amount, the student will compute the  
he amount of interest paid for 2 rates

Invite someone from a lending institution to visit the class. Discuss with him ahead of time the type of information that is desired. Prepare students ahead of time by giving them specific questions they must find out the answers to. Have one student interview for a loan get an idea of what to expect.

Senior High Consumerism - 9 - Knows about various kinds of insurance such as life, health, automobile

SC9.1 The student will state one reason for having each of the following types of insurance, to the teacher's satisfaction: life, health or hospitalization, property and automobile.

SC9.2 Given sample monthly premiums of an insurance policy, the student will compute the annual cost with 90% accuracy.

SC9.3 Given sample monthly premiums for three different insurance policies, the student will compute the total amount needed each month for insurance with 90% accuracy.

SC9.4 Given the yearly cost of premiums paid by the month and by the year, the student will compute the difference with 90% accuracy.

Discuss the meaning of various policies: liability, comprehensive protection, personal injury disability, indemnity, etc.

Invite an insurance agent to the class with him ahead of time the class for the visit by to listen for.

Institute of Life Insurance  
Groslier, Modern Consumer Education  
New Readers Press, Be Informed  
Unit 5:

434

435

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

ism - 9 - Knows about various kinds of insurance such as life, health, and hospital, property and automobile

11 state one reason for having each  
types of insurance, to the teacher's  
health or hospitalization, property and

monthly premiums of an insurance policy,  
compute the annual cost with 90% accuracy.

monthly premiums for three different  
the student will compute the total  
month for insurance with 90% accuracy.

early cost of premiums paid by the month  
the student will compute the difference

Discuss the meaning of various terms used in insurance  
policies: liability, comprehensive, basic property  
protection, personal injury protection, collision,  
disability, indemnity, etc.

Invite an insurance agent to talk to the class. Discuss  
with him ahead of time the relevant points. Prepare  
the class for the visit by giving them specific question  
to listen for.

Institute of Life Insurance, A Date With Your Future  
Grolier, Modern Consumer Education  
New Readers Press, Be Informed, Unit 3: Owning an Auto,  
Unit 5: Personal Insurance

434

435

Senior High Consumerism - 10 - Understands the purpose of paycheck deductions

SC10.1 Given a paycheck stub listing the following deductions, the student will name the amount of each deduction with 100% accuracy: withholding, FICA, retirement.

Bring in several types of paychecks with deductions indicated. Make a list of deductions and discuss.

Discuss what each deduction is for.

SC10.2 Given a paycheck with the following deductions, the student will state to the teacher's satisfaction an advantage of having these deducted: hospitalization and/or life insurance, union dues, savings (credit union or bonds)

Institute of Life Insurance, Follett, Accent/Jobs: Paycheck

Senior High Consumerism - 11 - Understands cost involved in maintaining good health and cost

SC11.1 Given a teacher made chart of typical local medical costs, the student will compute the total for specific medical services, with 90% accuracy. e.g. eye examination and new glasses; office visit, lab test, and prescription; X-Ray and dental filling etc.

Ask students to share experience with medical services - specifically cost of vocational Rehabilitation Center, costs of local medical service offices and ask rates.

SC11.2 Given a newspaper containing ads for medical and first aid products, or on a class trip to the local drugstore, the student will find the price of 5 non-prescription drugs or first aid remedies. e.g. aspirin, antacids, cold remedies bandages, etc. (See SC1).

On trips to the grocery store, ask students to find prices of related items. (See SC1) Compare prices.

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

n - 10 - Understands the purpose of paycheck deductions

ck stub listing the following  
nt will name the amount of each  
accuracy: withholding, FICA,

Bring in several types of paycheck stubs with various deductions indicated. Make copies for each student and discuss.

Discuss what each deduction is for.

ck with the following deductions, the  
the teacher's satisfaction an  
se deducted: hospitalization and/or  
ues, savings (credit union or bonds)

Institute of Life Insurance, A Date With Your Future  
Follett, Accent/Jobs: Paycheck

- 11 - Understands cost involved in maintaining good health and cost when unhealthy

made chart of typical local medical  
compute the total for specific  
90% accuracy. e.g. eye examination  
visit, lab test, and prescription;  
etc.

Ask students to share experiences related to medical services - specifically cost involved. The local vocational Rehabilitation Counselor should know the costs of local medical services. Call various doctors offices and ask rates.

er containing ads for medical and  
on a class trip to the local drugstore,  
the price of 5 non-prescription  
lies. e.g. aspirin, antacids, cold  
(See S.1).

On trips to the grocery store have students price health related items. (See SC1) Compare prices in different places.

466

467

SC11.3 The student will describe to the teacher's satisfaction three ways to help prevent large medical bills. e.g. proper care of teeth to avoid large dental bills, safe practices and procedures to avoid costly accidents, good health and cleanliness routines to avoid disease, etc.

Senior High Consumerism - 12 - Knows the value of keeping certain records, such as tax and use and a check against error.

SC12.1 The student will state to the teacher's satisfaction two reasons for keeping tax records. e.g. in case of audit, to compare with his records, to compare different years.

Discuss different types of kept and why. Discuss me there things in file box etc.

SC12.2 The student will state to the teacher's satisfaction two reasons for keeping health records e.g. in case of change in doctors, for employment, for tax deductions.

New Readers Press, Be Inf

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

will describe to the teacher's satisfaction  
prevent large medical bills. e.g. proper  
and large dental bills, safe practices and  
costly accidents, good health and  
to avoid disease, etc.

ism - 12 - Knows the value of keeping certain records, such as tax and health records, for personal  
use and a check against error.

will state to the teacher's satisfaction.  
ing tax records. e.g. in case of audit,  
records, to compare different years.

Discuss different types of records that should be  
kept and why. Discuss methods of keeping track of  
there things in file box, envelope, fire proof box,  
etc.

will state to the teacher's satisfaction  
ing health records e.g. in case of  
or employment, for tax deductions.

New Readers Press, Be Informed, Unit 9: Taxes

4.8

4.9

Senior High Consumerism - 13 - Knows what is involved owning a car

SC13.1 The student will name one advantage of buying a new car and one of buying a used car. e.g. new car - less chance of needing major repairs; used car - cost less, lose less with depreciation.

SC13.2 The student will name five factors influencing the price of a car, e.g. age, size, model, condition, options, etc.

SC13.3 Given the cash price of a car and the down payment, monthly payments and number of months; the student will compute the cost of financing a car with 90% accuracy.

SC13.4 Given the cash price of a car and the amount of down payment, the student will compute the amount to be financed with 90% accuracy.

SC13.5 Given the amount to be financed on a car, the interest rate, and length of time of financing, the student will use teacher-made or lending institution chart to determine the monthly payments.

Invite a car salesman or dealer.  
Discuss with him beforehand.  
Covered. Prepare the student questions for them to get the

Discuss upkeep in terms of costs such as gas, oil, lube

Have students compare gas prices for oil change, lube, tune-up places.

-----  
New Readers Press, Be Informed  
Unit 3: Owning an Automobile

Grelier, Modern Consumer Education



ism - 13 - Knows what is involved owning a car

will name one advantage of buying a new  
g a used car. e.g. new car - less  
for repairs; used car - cost less,  
preciation.

will name five factors influencing the  
age, size, model, condition, options,

sh price of a car and the down payment,  
number of months, the student will  
financing a car with 90% accuracy.

sh price of a car and the amount of  
udent will compute the amount to be  
accuracy.

ount to be financed on a car, the  
length of time of financing, the student  
e or lending institution chart to  
payments.

Invite a car salesman or dealer to talk with the class.  
Discuss with him beforehand the points that should be  
covered. Prepare the students for the visit by preparing  
questions for them to get the answers to.

Discuss upkeep in terms of repair. Compute maintenance  
costs such as gas, oil, lubrication, etc.

Have students compare gas prices in town. Price cost  
for oil charge, lube, tune-up, etc. in several different  
places.

-----  
New Readers' Press, Be Informed Unit 2 Buying an Auto;  
Unit 3: Owning an Auto

Grolier, Modern Consumer Education.

410

411.

1. The student will compute the annual costs of car ownership including: license tag, inspection, insurance, depreciation, taxes, gas, oil, and repairs, and will compute the annual cost of owning and operating a car with 90% accuracy.

2. The student will compute the annual cost of owning and operating a car and a realistic number of miles driven per year, the student will, with the help of the teacher, compute the cost per mile.

3. The student will compute the cost of owning and operating a car, the student will compute the cost of driving to 10 different places with 90% accuracy.

4. The student will, to the teacher's satisfaction, explain the following terms as they relate to owning a car: guarantee, depreciation, comprehensive insurance, liability insurance.

5. The student will name at least 3 factors which may influence insurance rates. e.g. used for work and/or pleasure, distance traveled to work, location, age of driver, tickets.

6. The student will, to the teacher's satisfaction, list the advantages of owning a car.

7. The student will, to the teacher's satisfaction, list the disadvantages of owning a car.

Senior High Consumerism - 14 - Knows what is involved in buying and owning a home (See SS18)

SC14.2 Given the purchase price of a house and the downpayment, the student will compute the amount of mortgage needed with 90% accuracy.

Institute of Life Insurance  
New Readers Press, Be infor  
A House; Unit 6: Renti

SC14.3 Given the amount of a mortgage, the rate of interest, and the number of years, the student will use a chart to determine the monthly mortgage payment.

SC14.4 Given two slightly different interest rates for the same amount of mortgage over the same number of years, and given the total amount paid for the two different rates over a difference between the two rates. (e.g.  $7\frac{1}{2}$  and  $7\frac{3}{4}$ )

SC14.5 Given realistic examples of the annual costs involved in owning and maintaining a house including mortgage payment, utilities, upkeep and repairs, the student will compute the annual cost of the house.

4  
2 1 ,

4-17

m - 14 - Knows what is involved in buying and owning a home (See SS18)

chase price of a house and the  
ent will compute the amount of  
90% accruacy.

unt of a mortgage, the rate of interest,  
rs, the student will use a chart to  
mortgage payment.

ghtly different interest rates for  
rtgage over the same number of years,  
mount paid for the two different rates  
ween the two rates. (e.g. 7 1/2 and 7

ic examples of the annual costs  
d maintaining a house including  
ilities, upkeep and repairs, the  
the annual cost of the house.

Institute of Life Insurance, A Date With Your Future  
New Readers Press, Be informed - Unit 4: Buying  
A House; Unit 6: Renting a House

440

444

SC14.6 Given the annual cost of maintaining a house, the student will compute the monthly cost with the help of and to the satisfaction of the teacher.

SC14.7 The student will discuss to the teacher's satisfaction the relative advantages and disadvantages of renting and owning a home. .e.g. don't need down payment when renting, major maintenance and repairs are responsibility of landlord, less problem when moving from a rented home, etc. vs. building equity when owning a home, can do what you want to your own home, etc.

BASIC SKILLS  
SENIOR HIGH  
CONSUMERISM

annual cost of maintaining a house, the  
the monthly cost with the help of  
on of the teacher.

Will discuss to the teacher's  
tive advantages and disadvantages  
a home. e.g. don't need down  
major maintenance and repairs  
landlord, less problem when  
home, etc. vs. building equity  
can do what you want to your own

446

445

## VOCATIONAL COMPETENCIES

452

GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit vocational competence by adequate social, physical, basic and occupational skills development, such that he is successfully maintaining a job.

TERMINAL OBJECTIVE

The EMR learner will be aware of the centrality of work in his life, the rewards and dignities and responsibilities of the worker. He will also demonstrate appropriate work habits to meet the needs of the community.

Senior High Job Attitudes - 1 - Appreciates the value of work and the contribution of workers to the community.

SV1.1 Given a list of at least 20 jobs for which the EMR may qualify, the student will describe to the teacher's satisfaction how 80% of these jobs are helpful to other people.

SV1.2 The student will describe to the teacher's satisfaction the meaning of the phrases "feeling of accomplishment" and "pride in work".

SV1.3 Following discussions of the meaning of self-satisfaction, the student will describe at least two different circumstances under which he "felt good" about the successful completion of a task, to the teacher's satisfaction.

Have students name jobs they have done in the present or in the near future.  
Have students tell the importance of work.  
Discuss setting up a community.  
Students list the kind of jobs they would like to do.  
Perhaps make a model of the community.  
Food, shelter, power, etc. will be discussed.  
Praise and reinforce the ideas.



GOAL

es - Upon completion of the EMR program the learner will exhibit vocational competency as determined physical, basic and occupational skills development, such that he is successful in living independent a job.

TERMINAL OBJECTIVE

be aware of the centrality of work in his life, the rewards and dignity of work, and the rights of the worker. He will also demonstrate appropriate work habits to meet those responsibilities

tudes - 1 - Appreciates the value of work and the contribution of workers

st of at least 20 jobs for which the student will describe to the on how 80% of these jobs are helpful

t will describe to the teacher's ning of the phrases "feeling of "pride in work".

discussions of the meaning of self-udent wil' describe at least two ces under which he "felt good" completion of a task, to the on.

Have students name jobs they feel they could do either at the present or in the near future. List them on the board. Have students tell the importance of these jobs. Discuss setting up a community on a new planet. Have students list the kind of jobs that would be essential. Perhaps make a model of the community. Decide how water, food, shelter, power, etc. will be provided. Continually praise and reinforce the idea of a "job well done."

4 2.1

4 2.1

SV1.4 During on the job training, the student will exhibit feelings of accomplishment and pride in work by showing his accomplishment to someone else, by standing back and smiling at his work, by verbalizing his positive feelings, or by any other behavior indicating these feelings, to the satisfaction of the supervisor.

Senior High Job Attitudes - 2 - Begins to assume financial responsibility for his own needs

SV2.1 The student will demonstrate proper use of his wages and salaries by assuming responsibility for his debts, personal needs, household requirements, etc. as observed by and to the satisfaction of the teacher.

Require students who are on a follow it. The use of the budget except as the student reports

Senior High Job Attitudes - 3 - Paces his own activities and plans for personal rest needs

SV3.1 The student will describe or construct a schedule of his routine and include adequate time for leisure time and rest activities to the satisfaction of the teacher.

Have student keep a daily record a week.

SV3.2 The student will adjust or adapt his work and play schedule to include rest and sleeping habits as observed by and to the satisfaction of the teacher.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

the job training, the student will accomplishment and pride in work by shment to someone else, by standing his work, by verbalizing his positive other behavior indicating these isfaction of the supervisor.

tudes - 2 - Begins to assume financial responsibility for his own needs

at will demonstrate proper use of his y assuming responsibility for his s, household requirements, etc. as he satisfaction of the teacher.

Require students who are on a job to make a budget and follow it. The use of the budget cannot be monotored except as the student reports.

tudes - 3 - Paces his own activities and plans for personal rest needs

t will describe or construct a sched- and include adequate time for leisure ties to the satisfaction of the

Have student keep a daily record of their activities for a week.

t will adjust or adapt his work and play rest and sleeping habits as observed action of the teacher.

SV3.3 The student will relate two effects of inadequate rest and sleeping habits (staying out all night) to the satisfaction of the teacher. e.g. poor health, poor job performance.

Senior High Job Attitudes - 4 - Follows directions with minimum supervision, but seeks help with procedures

SV4.1 Given a work schedule (set of tasks), the student will follow the schedule with minimum of supervision and recognize when he needs help with a set of directions, to the satisfaction of the teacher or work supervisor.

Use the prescription sheet for setting up schedules. participate in daily class projects, and on the job. work evaluation form given work.

4.1

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

at will relate two effects of inadequate habits (staying out all night) to the teacher. e.g. poor health, poor

tudes - 4 - Follows directions with minimum supervision, but seeks help when uncertain of work procedures

ork schedule (set of tasks), the the schedule with minimum of supervision e needs help with a set of directions, to the teacher or work supervisor.

Use the perscription sheet as described in Appendix B for setting up schedules. Observe students as they participate in daily classwork, vocational and craft projects, and on the job. Include this concept on a work evaluation form given to employees of students who work.

Senior High Vocational - 5 - Is punctual and dependable on the job site

SV5.1 The student will state to the teacher's satisfaction two reasons for arriving on time, not exceeding break time, and staying until time to leave. e.g. work needs to be done, may cause someone else to work more than his share, may be docked in pay or fired.

SV5.2 In an actual work situation, the student will arrive on time, keep within allotted breaks and lunch time, and stay until time to leave 100% of the time unless there is some legitimate reason for not doing so as observed by the teacher or work supervisor.

SV5.3 Given a hypothetical situation in which he would be late or have to leave early and ask what to do in that event, the student will state to the teacher's satisfaction that he should notify his superior as soon as possible explaining the circumstances.

SV5.4 In an actual situation the student will notify his superior when he must be late, leave early, or exceed his breaks for legitimate reasons to the satisfaction of his superior.

Discuss the importance of procedure to follow when

When speakers come to class to mention punctuality. evaluation sheet for student

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

- 5 - Is punctual and dependable on the job site

1 state to the teacher's satisfaction  
ng on time, not exceeding break  
1 time to leave. e.g. work needs to  
neone else to work more than his share,  
or fired.

ork situation, the student will arrive  
lotted breaks and lunch time, and  
ave 100% of the time unless there is  
for not doing so as observed by the  
visor.

etical situaiton in which he would be  
early and ask what t do in that  
1 state to the teacher's satisfaction  
his superior as soon as possible  
stances.

tuation the student will notify his  
be late, leave early, or exceed his  
reasons to the satisfaction of his

Discuss the importance of punctuality and the proper  
procedure to follow when a person knows he will be late

When speakers come to class to discuss jobs remind them  
to mention punctuality. Include punctuality on an  
evaluation sheet for students who work.

Senior High Vocational 6 - Understands regulations regarding quitting, taking sick leave

SV6.1 Presented with a company policy handbook, the student will read, describe, and interpret to the teacher's satisfaction, sections pertaining to quitting, sick leave, and vacation.

When visiting job sites information to find out regulations regarding vacations. Role play sick leave, and vacation

SV6.2 Given quitting regulations of several employers, the student will compare these to the satisfaction of the teacher. e.g. whether or not required in writing, length of notice required, etc.

SV6.3 Given a hypothetical situation in which he is quitting a job, the student will state and/or write, to the teacher's satisfaction, his reasons for leaving.

SV6.4 The student will give two reasons for giving polite, sufficient notice of quitting whether or not required by the employer. e.g. as a courtesy to allow employer to find a replacement, so that he will get a good recommendation from the employer.

SV6.5 Given regulations of several employers regarding sick leave, the student will compare these to the satisfaction of the teacher.

6.6



VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

al - b - Understands regulations regarding quitting, taking sick leave, and vacations

in a company policy handbook, the  
describe, and interpret to the teacher's  
ns pertaining to quitting, sick

When visiting job sites, give students points of  
information to find out about the job. Include  
regulations regarding quitting, sick leave, and  
vacations. Role play situations involving quitting,  
sick leave, and vacations.

g regulations of several employers, the  
these to the satisfaction of the  
r or not required in writing, length  
etc.

netical situation in which he is  
student will state and/or write, to  
action, his reasons for leaving.

all give two reasons for giving polite,  
quitting whether or not required by  
s a courtesy to allow employer to find  
at he will get a good recommendation

ions of several employers regarding  
ent will compare these to the  
teacher.

SV6. Given regulations of several employers regarding vacations, the student will compare these to the satisfaction of the teacher. e.g. if they get paid vacation, the number of days allowed, whether or not cumulative, giving notice of intent to take vacation days, whether taken any time or specific time, etc.

Senior High Vocational - 7 - Understands lines of communication and authority in various jobs

SV7.1 The student will define lines of authority and communication to the teacher.

When visiting job sites particular lines of communication are used in the job.

SV7.2 The student will name 3 instances in which the lines of authority and communication need to be used. e.g. employee needs help, has a problem relating to work, needs to inform someone about being absent, in case of accident, etc.

Make up simulated jobs. Give the students a situation and ask them to explain who

SV7.3 Presented with a model of lines of communication and authority and presented with a simulated situation in which lines of communication must be used, the student will name the person to whom the employee should go with the problem and explain why he selected that person, to the satisfaction of the teacher.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

ions of several employers regarding  
nt will compare these to the  
teacher. e.g. if they get paid  
of days allowed, whether or not  
notice of intent to take vacation  
any time or specific time, etc.

al - 7 - Understands lines of communication and authority in various jobs

all define lines of authority and  
teacher.

When visiting job sites have the guide explain the  
particular lines of communication and authority on the  
job.

all make 3 instances in which the lines  
communication need to be used. e.g.  
has a problem relating to work, needs  
not being absent, in case of accident,

Make up simulated jobs including lines of authority.  
Give the students a situation occurring on that job and  
ask them to explain who they should see and why.

a model of lines of communication  
presented with a simulated situation in  
communication must be used, the student  
to whom the employee should go with  
in why he selected that person, to the  
teacher.

Senior High Vocational 8 - Knows the major rights and responsibilities associated with  
to variances in pay

SV8.1 The student will name 3 rights as they pertain to the amount of pay, e.g. right to minimum wage under certain circumstances, right to equal pay for equal work, right to overtime, etc.

Contact the Civil Serv. concerning minimum wage from that office to spe

SV8.2 The student will explain to the teacher's satisfaction what is meant by the minimum wage law, e.g. under specified conditions employers are required by law to pay at least a certain amount per hour.

SV8.3 The student will state the current minimum wage with accuracy.

SV8.4 The student will name 3 responsibilities he has as they pertain to pay, e.g. showing up for and staying at work, doing his work while there, keeping records where required (punching time clock, keeping record of sales or C.I.S) collecting withholding form and other forms as may be required by individual employers.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

onal - 8 - Knows the major rights and responsibilities associated with his job as they pertain to variances in pay

will name 3 rights they pertain to the  
right to minimum wage, under certain  
to equal pay for equal work, right to

Contact the Civil Service office for information  
concerning minimum wage. If possible invite someone  
from that office to speak with the class.

will explain to the teacher's satisfaction  
the minimum wage law, e.g. under specified  
hours are required by law to pay at least a  
hour.

will state the current minimum wage with

will name 3 responsibilities he has  
pay, e.g. showing up for and staying  
work when there, keeping records when  
time clock, keeping record of sales or  
withholding form and other forms as may  
individual employers.

Senior High Vocational 9 - Knows of fringe benefits, such as hospitalization, insurance,

SV9.1 The student will state the meaning of "fringe benefits" to the satisfaction of the teacher e.g. something extra given by an employer which is worth money.

When visiting job sites, ask fringe benefits associated with

SV9.2 The student will name 5 fringe benefits, e.g. hospitalization insurance, life insurance, retirement fund, vacation, sick days, paid holidays.

New Readers Press, Be Informed

SV9.3 Given actual examples of fringe benefits, the student will, with the help of the teacher or charts, figure the monetary value of the fringe benefit with 80% accuracy.

Senior High Vocational 10 - Knows about unemployment benefits

SV10.1 The student will define or describe the meaning of the following terms as they pertain to termination of employment: "laid off", "fired", "quit", (or "resigned") "disabled", "retired". Definitions should indicate an understanding that these all describe separation from employment but differ according to the person causing the separation (employer or employee) and the reason for the separation.

Contact the nearest unemployment office regarding unemployment compensation. Invite someone from the office to prepare students with questions about the terms laid off, fired, retired. Make up situations involving unemployment and have students match the correct terms to the circumstances under which they occur.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

1 - 9 - Knows of fringe benefits, such as hospitalization, insurance, vacation, etc.

11 state the meaning of "fringe  
satisfaction of the teacher, e.g.  
by an employer which is worth more.

When visiting job sites, ask guide to explain any  
fringe benefits associated with the job.

11 name 5 fringe benefits, e.g.  
ance, life insurance, retirement fund,  
paid holidays.

New Readers Press, Re Informed, Unit 7: Finding a Job

Examples of fringe benefits, the  
help of the teacher or charts,  
value of the fringe benefits with

1 - 10 - Knows about unemployment benefits

11 define or describe the meaning  
as they pertain to termination of  
", "fired", "quit", (or resigned)  
The definitions should indicate  
these all describe separation from  
according to the person causing the  
(or employee) and the reason for the

Contact the nearest unemployment office for information  
regarding unemployment compensation and workmans compensa-  
tion. Invite someone from that office to talk with class.  
Prepare students with questions ahead of time. Discuss  
the terms laid off, fired, resigned, disabled, and retired.  
Make up situations involving people leaving jobs and have  
students match the correct term that describe the  
circumstances under which the person left.

SV10.2 The student will define or describe the term "seniority" and explain to the teacher's satisfaction how it effects being laid off, e.g. seniority is the relative position of employees as related to the amount of time they've worked for an employer, those who have worked the longest are the least likely to be laid off

SV10.3 The student will name two services of the State Unemployment Office: help in locating a job and unemployment compensation.

SV10.4 The student will define or explain to the teacher's satisfaction the meaning of unemployment compensation. e.g. partial salary paid by the state to a person temporarily out of work.

SV10.5 The student will name the three major conditions which must be met to collect unemployment compensation. (1) must have worked for 20 weeks during the first four of the last five quarters, (2) must have worked for an employer who paid employment tax, and (3) must have been laid off (or if fired or quit be able to show it was not the employee's fault).

SV10.6 The student will name the two major limits to the amount of unemployment compensation. (1) based on salary and not more than one half of average weekly salary, (2) not more than 14 weeks.



VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

11 define or describe the term  
in to the teacher's satisfaction  
laid off, e.g. seniority is the  
employees as related to the  
e worked for an employer, those  
ongest are the least likely to

11 name two services of the State  
elp in locating a job and unemployment

11 define or explain to the teacher's  
ing of unemployment compensation.  
aid by the state to a person temporarily

11 name the three major conditions which  
unemployment compensation. (1) must  
ks during the first four of the last  
t have worked for an employer who paid  
) must have been laid off (or if fired  
w it was not the employee's fault).

11 name the two for limits to the  
compensation (1) based on salary  
half of average weekly salary, (2)

SV10.7 The student will name 3 disadvantages of being on unemployment. e.g. only half pay at the most, lose fringe benefits, lose seniority, do not have opportunity to practice skills, etc.

---

SV10.8 The student will define or describe to the teacher's satisfaction the meaning of Workman's Compensation. e.g. compensation paid to an employee injured on the job.

---

SV10.9 The student will name three services offered by Workman's Compensation: collecting a percentage of weekly pay (up to 2/3), payment of medical bills, and rehabilitation.

---

SV10.10 The student will name three conditions which must be met to collect workman's compensation. e.g. must be a work-connected injury or illness, employer must be paying workman's compensation insurance, employee must notify employer immediately of injury, must file claim within a specified amount of time.

---

SV10.11 The student will name two conditions under which he can collect social security, e.g. disability, retirement, survivors.

---

SV10.12 The student will locate the following agencies in the telephone book with 100% accuracy: unemployment compensation, workman's compensation, social security.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

Will name 3 disadvantages of being on  
only half pay at the most, lose fringe  
benefits, do not have opportunity to practice

Will define or describe to the teacher's  
the meaning of workman's compensation. e.g.  
an employee injured on the job.

Will name three services offered by  
workman's compensation: collecting a percentage of  
cost of payment of medical bills, and

Will name three conditions which  
affect workman's compensation. e.g. must  
be injured, or illness, employer must be  
insured, employee must  
report injury, must file claim  
within a certain time.

Will name two conditions under which  
workman's compensation is paid, e.g. disability, retirement,

Will locate the following agencies  
with 100% accuracy: unemployment  
compensation, social security.

Senior High Vocational - 11 - Knows the functions of unions

SV11.1 The student will give two benefits of unions, e.g. improved job conditions, increased salaries, fringe benefits, help in locating a job, etc.

When visiting job sites, h  
not any of the jobs availa  
Invite a representative of

SV11.2 The student will state three functions of unions to the teacher's satisfaction, e.g. bargaining with employer for members, promote harmonious relationships with employers and their members, solving disputes for its members, organizing workers for unified action, etc.

SV11.3 The student will define or describe 5 of the following terms as they relate to unions, to the teacher's satisfaction: shop steward, collective bargaining, strike, picket, boycott, closed shop, union shop, open shop.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
JOB ATTITUDES

al - 11 - Knows the functions of unions

will give two benefits of unions,  
conditions, increased salaries, fringe  
benefits, etc.

will state three functions of unions to  
action, e.g. bargaining with employer  
to harmonious relationships with employers  
involving disputes for its members,  
or unified action, etc.

will define or describe 5 of the following  
to unions, to the teacher's satisfaction  
collective bargaining, strike, picket,  
union shop, open shop.

When visiting job sites, have guide explain whether or  
not any of the jobs available there are union jobs.  
Invite a representative of some union to visit the class

TERMINAL OBJECTIVE

The learner, having explored many jobs, will use public and private sources to locate and evaluate jobs in terms of qualifications and advantages and will make a realistic selection of jobs in the community on his own strengths and weaknesses.

Senior high vocational - 12 - Can use public and private sources to locate job information

1. The student will name 5 sources of job information e.g. state employment agency, vocational rehabilitation, private employment agency, newspapers, companies, unions, school counselors, social welfare agencies, friends and relatives.

Use the objectives as guides for

New Readers Press, Be Informed  
Occupational Fact Finding Series

2. The student will describe the function of an employment agency to the teacher's satisfaction. e.g. bring together people who need work and employers and workers.

3. The student will describe to the teacher's satisfaction the difference between state and private employment. e.g. state is paid for by taxes, private is paid for by the employer or employee by private

4. The student will describe the location of the nearest

5. 9

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
CHOOSING A JOB

TERMINAL OBJECTIVE

ing explored many jobs, will use public and private sources to locate job information, will  
ms of qualifications and advantages and will make a realistic selection of job based on the  
s in the community on his own strengths and weaknesses.

nal - 12 - Can use public and private sources to locate job information

will name 5 sources of job information  
nt agency, vocational rehabilitation,  
agency, newspapers, companies, unions,  
social welfare agencies, friends and

Use the objectives as guides for activities

-----  
New Readers Press, Be Informed, Unit 7: Finding A Job  
Occupational Fact Finding Series, Part I, II, III

(will describe the function of an  
the teacher's satisfaction. e.g.  
people who need work and employers

will describe to the teacher's  
fference between state and private  
e.g. state is paid for by taxes,  
employer or employee by private

will describe the location of the nearest  
ence.

SV12.5 Given newspaper want ad containing the following abbreviations, the student will state what 10 of them stand for: mfg. (manufacturing), co. (company), exp, expd, or in expd (experienced, or inexperienced), oppty (opportunity), ph (phone), exc or excel, (excellent), pref'd (preferred), begnr. (beginner), gd (good), HSG (high school graduate), nec. (necessary), p/t (part time), ref (references).

SV12.6 Given ten newspaper want ads, the student will find the following information in each ad with 90% accuracy: kind of work, kind of company, skills required, how or where to apply.

SV12.7 The student will name 5 local companies or agencies to make contact to ask about job openings. e.g. specific construction company, farm, school board, hospital, store, garage, etc.

Senior High Vocational - 13 - Knows job opportunities in the community

SV13.1 The student will name 15 jobs available in or near his community, e.g. stock boy, janitor, maid, farm helper, carpenter's helper, horticulture helper, cook, printer's helper, garbage collector, gas station attendant, mechanic's helper, dry cleaner or laundrymat, butcher, milk care worker, nurse's aide, egg canner, etc. (e.g. painter, painter's helper, etc.

Have students work in community book of jobs available in reference in terms of the list all places of employment, boy, all places where mechanical etc. Make another reference employment. Have students grocery stores, restaurant



VOCATIONAL COMPETENCIES  
SENIOR HIGH  
CHOOSING A JOB

paper want ads containing the following  
student will state what 10 of them  
manufacturing), co. (company), exp, expd, or  
, or inexperienced), oppty  
(phone), exc or excel, (excellent),  
begnr. (beginner), gd (good), HSG (high  
ec. (necessary), p/t (part time), ref.

newspaper want ads, the student will find/  
information in each ad with 90% accuracy:  
of company, skills required, how or

will name 5 local companies or agencies  
ask about job openings. e.g. specific  
y, farm, school board, hospital, store,

nal - 15 Knows job opportunities in the community

will name 15 jobs available in or  
e.g. stock boy, janitor, maid, farm  
helper, horticulture helper, cook,  
garage collector, gas station,  
's helper, dry cleaner or laundrymat,  
e worker, car wash, etc.  
poultry, etc., etc.

Have students work in committees to make a reference  
book of jobs available in the community. Make one  
reference in terms of the specific job - have students  
list all places of employment where one can be a stock  
boy, all places where mechanic's helpers are employed,  
etc. Make another reference in terms of place of  
employment. Have students list all jobs available at  
grocery stores, restaurants, hotels, etc.

SV13.2 The student will name ten local employers and the jobs available to the teacher's satisfaction.

Have this information, once run off and collated in the vocational programs in the copies for reference.

SV13.3 Having visited 10 local employers, the student will list the tasks and skills required of one employee in each establishment with 90% accuracy.

Senior High Vocational - 14 - Can compare jobs in terms of financial benefits (salary and

SV14.1 The student will name four ways employers may pay: by the hour, straight salary, by the piece, or commission and explain to the teacher's satisfaction how these differ.

Discuss different types of involving each type of pay each one.

SV14.2 The student will name 3 factors which account for variance in pay for hourly wage earners. e.g. amount of skill needed, whether covered by minimum wage laws, local or union pay scales, number of hours worked, whether extra money can be earned with tips or commission, whether overtime is available, raises based on length of service or quality of work, etc.

When visiting job sites, give to complete concerning spec Include a question concerning

New Readers Press, Be Informed McGraw-Hill, World of Work

SV14.3 The student will name 3 factors which account for variance in pay for straight salary workers. e.g. amount of skill needed for job, local or union wage scales, whether docked for absence, whether extra money can be earned with tips or commissions, raises based on length of service or quality of work, etc.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
CHOOSING A JOB

will name ten local employers and the teacher's satisfaction.

Have this information, once compiled, typed on stencils, run off and collated in the form of a booklet. Other vocational programs in the school systems might want copies for reference.

ited 10 local employers, the student will skills required of one employee in each 90% accuracy.

al - 14 - Can compare jobs in terms of financial benefits (salary and fringe benefis) (see SS12)

will name four ways employers may pay: t salary, by the piece, or commission teacher's satisfaction how these differ.

Discuss different types of pay. Describe situations involving each type of pay and have students compute each one.

will name 3 factors which account for hourly wage earners. e.g. amount of r covered by minimum wage laws, local number of hours worked, whether extra with t, s for commission, whether overtime bation length of service or quality of

When visiting job sites, give students a questionnaire to complete concerning specific points of the job. Include a question concerning the type of pay.

New Readers Press, Be Informed, Unit: 7 Finding A Job McGraw-Hill, World of Work (Kit and tapes)

will name 3 factors which account for straight salary workers. e.g. ed for job, local or union wage ed for absence, whether extra money ps or commissions, raises based or points work, etc.

SV14.1 The student will name 3 factors which account for variance in pay for piece work. e.g. amount of skill needed for work, speed of employee, whether straight piece work or a formal combining piece work with salary and/or time, amount of time worked, local or union pay scales, raises based on length of service, etc.

SV14.5 The student will name 4 factors which account for variation of pay in commission work, e.g. number of items sold, ability to sell, cost of item, percent of commission, whether straight commission or commission plus salary, amount of time devoted to selling, etc.

SV14.6 Given the opportunity to speak to local employers at their place of business or in the school, the student will obtain the following information for 3 employers: method of pay (hourly, salary, piece work, commission, or a combination), whether covered by minimum wage, starting salary, whether raises are by length of service or merit, whether overtime is available and/or expected, what fringe benefits are given and whether employer is contributing to unemployment compensation, workman's compensation, and social security.

SV14.7 Having information about financial benefits of five jobs, the student will discuss, to the teacher's satisfaction the relative financial advantages of the jobs. e.g. one pays \$1.00 an hour but you're out for lunch hour, one only pays .75 an hour but no lunch hour, one starting salary is lower but has a better raise schedule.

8/4

BASIC SKILLS  
SENIOR HIGH  
CHOOSING A JOB

will name 3 factors which account for piece work. e.g. amount of skill needed by employee, whether straight piece work or piece work with salary and/or time, amount of union pay scales, raises based on etc.

will name 4 factors which account for commission work, e.g. number of items sold, cost of item, percent of commission, whether or commission plus salary, amount of commission, etc.

opportunity to speak to local employers in business or in the school, the student giving information for 3 employers: type of work, salary, piece work, commission, or a combination, whether covered by minimum wage, starting salary, raises are by length of service or merit, fringe benefits available and/or expected, what fringe benefits employer is contributing to pension, workman's compensation, and

information about financial benefits of five different jobs, to the teacher's satisfaction and advantages of the jobs. e.g. one pays more for lunch, one only gets tips, one starting salary is lower than another, etc.

Senior High Vocational - 15 - Can compare jobs in terms of working conditions

SV15.1 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following transportation factors: (1) whether the work site is always the same or different (2) how far the work site(s) is (are) from his home, (3) how much time it will take to get there (4) if he can get transportation, and (5) how much transportation will cost.

When visiting job sites, give out concerning working conditions of work, vacation, sick leave

-----  
McGraw Hill, World of Work

SV15.2 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following working hours factors: (1) full time or part time (2) day, night, or revolving shift, (3) week days and/or weekends (4) overtime -- if available and/or required, (5) regular or irregular hours.

SV15.3 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following factors relating to unions: (1) if the establishment is unionized, (2) the name of the union, (3) whether closed shop, union shop, or open shop, and (4) amount of union dues.

SV15.4 Given 5 local employment opportunities, the student will answer the following questions to the teacher's satisfaction: (1) Are there any special health requirements for any of the jobs? (2) Which tasks for each job would he like best? Dislike most? (3) Which jobs require working with machinery? (4) Which jobs are indoors and which are outdoors? (5) Which jobs are most active? Sedentary?

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
CHOOSING A JOB

- 15 - Can compare jobs in terms of working conditions

employment opportunities, the student  
the teacher's satisfaction, on the  
on factors: (1) whether the work site  
different (2) how far the work site(s)  
, (3) how much time it will take to  
n get transportation, and (5) how  
ll cost.

When visiting job sites, give students forms to fill  
out concerning working conditions, pay, hours, type  
of work, vacation, sick leave, etc.

-----  
McGraw Hill, World of Work (Kit and Tapes)

employment opportunities, the student  
the teacher's satisfaction, on the  
s factors: (1) full time or part time  
olving shift, (3) week days and/or week-  
f available and/or required, (5) regular

employment opportunities, the student  
the teacher's satisfaction, on the  
ting to unions: (1) if the establishment  
name of the union, (3) whether closed  
pen shop, and (4) amount of union dues.

employment opportunities, the student  
ing questions to the teacher's  
there any special health requirements  
2) which tasks for each job would be  
? (3) which jobs require working with  
tools or machinery and which are out-  
side activities? (4) why?

Senior High Vocational - 16 - Is cognizant of the jobs he will be able to perform

SV16.1 Given 10 jobs available at local establishments and the skill and personal qualifications required for each, the student will indicate those skills and qualifications he has or could acquire, to the teacher's satisfaction.

When or after visiting job list skills needed for each indicate which ones he is which he is not qualified

SV16.2 Given a list of skills or personal qualifications which he could acquire, the student will explain to the teacher's satisfaction, how he would acquire them.

McGraw Hill, World of Work

SV16.3 Given a list of skills and personal qualifications for various jobs, the student will determine those skills and qualifications he probably could not acquire and explain why not, to the teacher's satisfaction.

SV16.4 Given a list of 10 jobs previously discussed, the student will consider the qualifications and rank order them according to which he is most qualified for, to the teacher's satisfaction.

4.1



VOCATIONAL COMPETENCIES  
SENIOR HIGH  
CHOOSING A JOB

onal - 16 - Is cognizant of the jobs he will be able to perform

<p>Jobs available at local establishments and personal qualifications required for each, indicate those skills and qualifications acquire, to the teacher's satisfaction.</p>	<p>When or after visiting job sites, have students list skills needed for each job. Have him indicate which ones he is qualified for and which he is not qualified for.</p>
<p>st of skills or personal qualifications quire, the student will explain to the tion, how he would acquire them</p>	<p>McGraw Hill, World of Work (Kit and Tapes)</p>
<p>st of skills and personal qualifications the student will determine those skills he probably could not acquire and explain teacher's satisfaction.</p>	
<p>st of 10 jobs previously discussed, the er the qualifications and rank order which he is most qualified for, to the tion.</p>	

TERMINAL OBJECTIVE

The LMR learner shall have the necessary skills to apply for, obtain, retain, and make adv commensurate with his abilities.

Senior High Vocational - 17 - Knows how to fill out application forms, work permits, social withholding and union forms

SV17.1 Given any application form, the student will write the following personal data with 100% accuracy: full name; mailing address; phone; date of birth; age; place of birth; father's full name; mother's full name (including maiden name), sex; race; nationality, social security number; marital status; height; weight; whom to notify in case of emergency, their address, telephone number, and their relationship.

Have students collect job several different buisness make copies of these to keep students to use for practice

If students are having difficulty the information for application spelling of this information and run off the most common on index cards for students wallets

SV17.2 Given any application form, the student will write the following educational experience with 100% accuracy: name of grade school and high school attended, location, dates of attendance, whether or not graduated.

Get copies of work permits, birth certificate application to fill out.

SV17.3 Given any application form, the student will write the following work experience with 100% accuracy: Name of employee, address, name of supervisor, kind of work, dates worked, pay, and reason for leaving

McGraw Hill, World of Work New Readers Press, Be Informed a Job.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

TERMINAL OBJECTIVE

have the necessary skills to apply for, obtain, retain, and make advancement in jobs abilities.

1 - 17 - Knows how to fill out application forms, work permits, social security forms, withholding and union forms

lication form, the student will write  
l data with 100% accuracy: full name;  
e; date of birth; age; place of birth;  
other's full name (including maiden  
ionality, social security number;  
t; weight; whom to notify in case of  
ess, telephone number, and their

Have students collect job applications from several different businesses. If possible make copies of these to keep on file for students to use for practice.

If students are having difficulty remembering the information for applications or the spelling of this information, make a stencil and run off the most common kinds of information on index cards for students to carry in their wallets

lication form, the student will write  
onal experience with 100% accuracy:  
and high school attended, location,  
whether or not graduated.

Get copies of work permits, social security, birth certificate applications for students to fill out.

lication form, the student will write  
perience with 100% accuracy: Name of  
ne of supervisor, kind of work, dates  
on for leaving

McGraw Hill, World of Work (Kit and Tapes)  
New Readers Press, Be Informed, Unit 7: Finding  
a Job.

Senior High Social - 5 - Dresses appropriately and attractively for various activities and occasions.

SS5.1 The student describe and/or wear the appropriate attire for dating, going to church, dancing (prom, spring hop, etc.), playing team games, funerals, participating in weddings, etc., as observed by the teacher.

On a trip to a clothing store, students to find appropriate attire.

511

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

application form, the student will write  
following health related questions with  
physical defects, any major injury, any  
last 5 years, number of days absent in  
illness, date of last physical check up.

b. application form, the student will  
addresses, and telephone numbers of  
references with 100% accuracy.

application form on which the student does  
question or does not know the answer, he  
to whom he can go for help, to the  
person (e.g. interviewer, former teacher  
, etc.)

will apply for and obtain, with the  
as necessary, a copy of his birth

Senior High Vocational -- 18 - Writes letters of application and resumes

SV18.1 Given a newspaper want ad containing an address to which to apply, the student will write a short letter expressing interest in applying for the job and briefly stating qualifications and/or experience, to the teacher's satisfaction, (See SW2, SC12.5, SV12.6)

McGraw Hill, World of Work  
New Readers Press. Be Infor  
Finding a Job.

SV18.2 Given a situation requiring a written resume, the student will write a resume including personal information, education, and experience to the teacher's satisfaction.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

18 - Writes letters of application and resumes

paper want ad containing an address to  
student will write a short letter  
in applying for the job and briefly  
his and/or experience, to the teacher's  
V2, SC12.5, SV12.6).

McGraw Hill, World of Work (Kit and Tapes)  
New Readers Press. Be Informed, Unit 7:  
Finding a Job

ation requiring a written resume, the  
resume including personal information,  
ence to the teacher's satisfaction.

# Senior High Vocational - 19 - Knows proper conduct for personal interview

SV19.1 The student will name two purposes of an interview: to help employer know more about the applicant and to help the applicant know more about the job.

SV19.2 Given a situation in which he will apply for a job in person, the student will carry with him his social security card, proof of age, and any information he may have. difficulty remembering (e.g. names and address of references dates of employment, etc.)

SV19.3 The student will state at least 5 of the following rules for making a good impression at an interview: (1) be on time (2) have neat, clean personal appearance (3) sit up straight (4) be well informed about the information on the application if one has been filled out (5) be polite and respectful (6) be pleasant but businesslike (7) be able to discuss work experience (sell yourself but don't brag) (8) do not chew gum (9) listen carefully and answer all questions as best you can (10) thank the interviewer (11) go along (12) don't discuss personal problems.

Make a bulletin board concerning  
Take slides of situations of good and bad conduct for job interview along and tape it.  
Role play interviews. Ask students.

1. Role play interview situation
2. Will listen to selected
3. Ask one of the OJT employees for different jobs.
4. Day before tell student will start with the last

McGraw Hill, World of Work  
New Readers Press, Be Informed



VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

19 - Knows proper conduct for personal interview

name two purposes of an interview:  
more about the applicant and to help the  
out the job.

in which he will apply for a job in  
1. carry with him his social security  
any information he may have  
(e.g. names and address of references  
c.)

state at least 5 of the following  
impression at an interview: (1) be  
clean personal appearance (3) sit up  
formed about the information on the  
been filled out (5) be polite and  
ant but businesslike (7) be able to  
(sell yourself but don't brag) (8) do  
carefully and answer all questions  
ank the interviewer (11) go along  
onal problems.

Make a bulletin board concerning rules for an interview.  
Take slides of situations involving students showing good  
and bad conduct for job interviews. Make a script to go  
along and tape it.  
Role play interviews. Ask someone to come in and interview  
students.

1. Role play interview situations.
2. Will listen to selected tapes
3. Ask one of the OJT employers to come in and interview  
for different jobs.
4. Day before tell students they will be interviewed and  
will start with the late bell. Each to be interviewed

McGraw Hill, World of Work (Kit & Tapes)  
New Readers Press; Be Informed; Unit 7: Finding a Job.

SV19.4 Given several examples of two different behaviors at interviews, the student will state which behavior is more appropriate and why to the teacher's satisfaction. e.g. interviewer "can you use a saw?" answers: "sure, I can saw anything with one hand tied behind my back" vs. "yes, I've had experience using several types of saws at school and helping my uncle."

SV19.5 The student will state to the teacher's satisfaction the information he should obtain during an interview including the following: (1) duties of job (2) working hours (3) salary and how paid (4) fringe benefits (5) other information depending upon job (e.g. if uniform required and who provides it, union information, etc.)

4:00

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

amples of two different behaviors at  
will state which behavior is more  
the teacher's satisfaction. e.g.  
e a saw?" answers: "sure, I can saw  
tied behind my back" vs. "yes, I've had  
1 types of saws at school and helping

state to the teacher's satisfaction  
ld obtain during an interview  
: (1) duties of job (2) working hours  
(4) fringe benefits (5) other  
on job (e.g. if uniform required and  
information, etc.)

4.00

4.00

Senior High Vocational - 20 - Demonstrates competencies in safely operating tools, equipment

SV20.1 Shown hand tools for woodworking, metal working, horticulture, and automotive work (see Appendix C), the student will name 30 tools and state how or for what they are used to the teacher's satisfaction.

SV20.2 Given hand tools for woodworking, metal working, horticulture and automotive work (see Appendix C), the student will correctly and safely use 20 of them to the teacher's satisfaction.

SV20.3 Shown the following fasteners, the student will select the proper tools to use with 5 of the fasteners and fasten an object using the 5 he selected: Nail, brad, tack, standard screw, Phillips head screw, nut bolt, rivet.

SV20.4 The student will state one use for 5 of the following to the teacher's satisfaction: wood filler, shellac, stain, alcohol, turpentine, thinner, solder, flux.

SV20.5 During a woodworking or metal working project, the student will demonstrate the proper use of at least one of the following to the teacher's satisfaction: sandpaper, steel-wool, emery cloth.

There are several sources of money and financing programs for vocational objectives. See your vocational coordinator, and price Resource people can also be used in these areas. Funds can usually be obtained from these people if volunteers.

20 Demonstrates competencies in safely operating tools, equipment, and appliances

for woodworking, metal working, and other work (see Appendix C), the student will select the proper use of at least one of the tools and state how or for what they are used to the teacher's satisfaction.

for woodworking, metal working, and other work (see Appendix C), the student will select the proper use of at least one of the tools and safely use 20 of them to the teacher's satisfaction.

When working with fasteners, the student will select the proper use of at least one of the fasteners with 5 of the fasteners and fasten an object selected: Nail, brad, tack, standard screw, nut bolt, rivet.

State one use for 5 of the following to the teacher's satisfaction: wood filler, shellac, stain, primer, solder, flux.

When working on a woodworking or metal working project, the student will select the proper use of at least one of the tools and state how or for what they are used to the teacher's satisfaction: sandpaper, steel-

There are several sources of funds for purchasing equipment and financing programs to incorporate these types of objectives. See your vocational director, exceptional child coordinator, and principal for such information. Resource people can also be brought in to instruct in these areas. Funds can usually be made available to pay these people if volunteers can not be found.

SV20.6 Shown the following power tools, the student will identify 10 and describe their use to the teacher's satisfaction: hydraulic jack, automotive lift, jig saw, power sander, table saw, electric drill, drill press, circular saw, power mower, electric hedge shears, electric grass trimmers, power buffer, wheel balancer, saw sharpener, power grinder, power tiller.

---

SV20.7 In woodworking, metal working, automotive or horticultural projects the student will correctly and safely use five power tools to the teacher's satisfaction.

---

SV20.8 Given the following small electric appliances, the student will demonstrate correct and safe use of 10 of them: electric skillet, waffle iron, electric portable mixer, electric standard mixer, blender, electric can opener, electric knife, rotisserie, broiler, iron, hair dryer.

---

SV20.9 The student will demonstrate correct and safe use of 12 of the following appliances to the teacher's satisfaction: electric cooking grill, electric or gas stove top, electric or gas oven, electronic range, dishwasher, garbage disposal, trash compactor, vacuum cleaner, floor polisher, washing machine, dryer, mangle iron, sewing machine (home and/or commercial), rug shampooer.

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

ing power tools, the student will  
e their use to the teacher's satis-  
k, automotive lift, jig saw, power  
tric drill, drill press, circular  
tric hedge shears, electric grass  
wheel balancer, saw sharpener,  
ller.

metal working, automotive or  
the student will correctly and safely  
the teacher's satisfaction.

ing small electric appliances, the  
e correct and safe use of 10 of them:  
e iron, electric portable mixer, electric  
, electric can opener, electric knife,  
on, hair dryer.

demonstrate correct and safe use of  
liances to the teacher's satisfaction:  
electric or gas stove top, electric  
range, dishwasher, garbage disposal,  
cleaner, floor polisher, washing  
iron, sewing machine (home and/or  
er.

Senior High Vocational - 21 - Has qualifications for at least one job

SV21.1 The student will perform all job activities and demonstrate all of the personal characteristics required for at least one job available in his community, to the teacher's satisfaction. (see A Summary of Findings and Recommendations for Curriculum Development for a list of jobs in Baker, Bradford and Union Counties)

Provide as many job simulation as possible in school facility and campus. students on jobs in the community on school day.

SV21.2 Given a task to perform which is part of a job for which he is qualified, the student will independently carry out the task from preparation through completion to the teacher's satisfaction.

Senior High Vocational - 22 - Participates in on the job training

SV22.1 During on the job training for a job relevant to his interest and ability, the student will complete all required tasks with minimum of supervision to the satisfaction of his supervisor.

Make a job evaluation sheet for student's performance of his job. A job evaluation sheet may be made for each job. See specific requirements for job evaluation sheet on the situation, sheet

SV22.2 During on the job training, the student will exhibit all personal characteristics required for that job to the satisfaction of his supervisor.



- 21 - Has qualifications for at least one job

1 perform all job activities and personal characteristics required available in his community, to the (see A. Summary of Findings and Curriculum Development for a list of and Union Counties)

Provide as many job simulations as possible within the school facility and campus. Whenever possible place students on jobs in the community for part or all of the school day.

perform which is part of a job for the student will independently carry out the job through completion to the

- 22 - Participates in on the job training

job training for a job relevant to his the student will complete all required supervision to the satisfaction of his

Make a job evaluation sheet for employees to evaluate student's performance of his job duties. A separate sheet may be made for each job so students will be able to see specific requirements for his particular job. Depending on the situation, sheets may be completed daily or weekly.

job training, the student will exhibit the characteristics required for that job to the supervisor.

Senior High Vocational - 23 - Can work efficiently at a competitive pace, performing multi-sequential tasks (See SA(T)1.1, SA(T)3)

SV23.1 In a work situation, real or simulated, the student will work at a competitive pace with fellow employees to the satisfaction of the employer.

Include these items on evaluation school or job situations.

SV23.2 In a situation that requires a multi-tasks activity, the student will perform the tasks with efficiency to the satisfaction of the teacher or employer. e.g. A. Service station attendant can check tires while tank is being filled. B. While cake is baking, dishes can be washed, etc.

SV23.3 In a job situation, real or simulated, that requires sequential activities, the student will perform the activities in correct order to the satisfaction of the teacher or employer.

438

VOCATIONAL COMPETENCIES  
SENIOR HIGH  
GETTING A JOB

23 - Can work efficiently at a competitive pace, performing multi-task activities and sequential tasks (See SA(T)1.1, SA(T)3)

on, real or simulated, the student will  
ce with fellow employees to the satis-

Include these items on evaluation sheets either for  
school or job situations.

at requires a multi-tasks activity,  
the tasks with efficiency to the,  
her or employer. e.g. A. Service  
eck tires while tank is being filled.  
dishes can be washed, etc.

n, real or simulated, that requires  
he student will perform the activities  
satisfaction of the teacher or employer.

SOCIAL COMPETENCIES

500

GOAL

Social Competencies - Upon completion of the EMR program the learner will demonstrate social skills in self care, discipline, and understanding, and by being proficient in interacting with and communicating to others, respecting rights of others, and exhibiting responsible behavior on the job and in the community.

TERMINAL OBJECT

The EMR learner will demonstrate proficiency in physical and psychological self-care by exhibiting safety behaviors, self-discipline, and an ability to set appropriate and realistic goals for

Senior High Social - 1 - Practices desirable habits of personal cleanliness, health habits,

SS1.1 The student will exhibit habits of personal cleanliness by looking clean, being free from objectionable odor, having clean hands, hair, nails and wearing clean clothing daily, as observed by the teacher.

Discuss personal hygiene with  
Bring in products used for  
Discuss situations in which  
maintain good grooming and  
Make a slide series of good  
See Junior High level for

SS1.2 The student will exhibit good health habits by maintaining clean teeth, covering mouth when coughing or sneezing, being alert (as evidence of sufficient sleep), eating proper foods at lunchtime, etc. as observed by the teacher.

Q.E.D. Health and Social Pr

SS1.3 The student will state one reason for each of the following health habits to the teacher's satisfaction:  
sufficient sleep, sufficient exercise, balanced diet, and cleanliness.

**SOCIAL COMPETENCIES**  
**SENIOR HIGH**  
**SELF AND PERSONAL DEVELOPMENT**

**GOAL**

Upon completion of the EMR program the learner will demonstrate social competency by exhibiting discipline, and understanding, and by being proficient in interacting with people by relating to others, respecting rights of others, and exhibiting responsible behavior to other people on campus.

**TERMINAL OBJECT**

Demonstrate proficiency in physical and psychological self-care by exhibiting good health and discipline, and an ability to set appropriate and realistic goals for himself.

- Practices desirable habits of personal cleanliness, health habits, and grooming.

exhibit habits of personal cleanliness  
 free from objectionable odor,  
 hair, nails and wearing clean clothing  
 as observed by the teacher.

Discuss personal hygiene with students.  
 Bring in products used for good grooming.  
 Discuss situations in which it is particularly important to  
 maintain good grooming and hygiene.  
 Make a slide series of good grooming practices.  
 See Junior High level for other activities.

exhibit good health habits by  
 covering mouth when coughing or  
 sneezing (evidence of sufficient sleep),  
 lunchtime, etc. as observed by the

Q.E.D., Health and Social Problems, (record and filmstrip)

state one reason for each of the  
 to the teacher's satisfaction:  
 exercise, balanced diet, and

502

SS1.4 The student will state why it is important to be well groomed, when going on a date, coming to school, finding and keeping a job, etc. to the teacher's satisfaction.

---

SS1.5 The student will describe to the teacher's satisfaction, good grooming for a job interview, e.g. bathe, shampoo, clean nails, clean and pressed clothing, clean shave for boys, not too much make up for girls, etc.

**SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT**

state why it is important to be  
g on a date, coming to school,  
job, etc. to the teacher's satisfaction.

describe to the teacher's satisfaction  
interview, e.g. bathe, shampoo,  
pressed clothing, clean shave  
make up for girls, etc.

503

504



Senior High Social - 2 - Can prepare simple, well-balanced meals

SS2.1 The student will prepare at least three well-balanced menus each for breakfast, lunch, and dinner, to the satisfaction of the teacher.

Have cook books available for from. Remind them of the basic opportunity for each student charge of the preparation of

SS2.2 In actual situations the student will prepare and serve the following well-balanced meals: a cold breakfast, a cooked breakfast, a cold lunch, a cooked lunch, a cold dinner, and a cooked dinner.

505

505

SOCIAL COMPETENCIES  
 SENIOR HIGH  
 SELF AND PERSONAL DEVELOPMENT

Can prepare simple, well-balanced meals

prepare at least three well-balanced  
 , lunch, and dinner, to the  
 ther.

ions the student will prepare and  
 -balanced meals: a cold breakfast,  
 old lunch, a cooked lunch, a cold  
 inner.

505

Have cook books available for students to select their menu  
 from. Remind them of the basic food groups. Provide the  
 opportunity for each student to make a shopping list and be  
 charge of the preparation of at least one of his menus.

506

Senior High Social - 3 - Can select and order meals and snacks from a variety of food service

SS3.1 In an actual situation at a restaurant, the student will correctly select and order a basic meal as observed by the teacher.

On field trips plan for student experiences in choosing meal price list of items that might have students select a meal

SS3.2 The student will correctly select and purchase a meal from vending machines, with 100% accuracy.

SS3.3 Placed in a situation of purchasing food cafeteria style, the student will select foods suitable for a basic meal, keeping in mind the price of each serving, and upon arriving at the cash register, present sufficient money for purchase, with 100% accuracy.

507

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Can select and order meals and snacks from a variety of food services (Also see: SS23)

ation at a restaurant, the student  
nd order a basic meal as observed.

On field trips plan for students to have a variety of  
experiences in choosing meals. In the classroom make a  
price list of items that might be found in a cafeteria.  
Have students select a meal and estimate the cost.

correctly select and purchase a meal  
with 100% accuracy.

ation of purchasing food cafeteria:  
select foods suitable for a basic  
the price of each serving, and upon  
gister, present sufficient money for  
racy.

537

538

Senior High Social - 4 - Can repair and care for personal clothing (See SS22)

SS4.1 Given a garment of clothing that needs to be repaired and the proper materials with which to repair it, the student will find the area that needs repairing, and make the repair to the satisfaction of the teacher. e.g. rips, tears, missing buttons, etc.

Encourage students to bring repair. Volunteer the service clothing repairs that are of day.

SS4.2 The student will take care in protecting his clothing by wearing an apron or a smock when performing a working task involving dirt or grime of some sort, as observed by the teacher.

SS4.3 When participating in high action games or sports (basketball, volley ball, etc.) the student will wear appropriate clothing as observed by the teacher.

509

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Can repair and care for personal clothing (See SS22)

of clothing that needs to be repaired  
with which to repair it, the student  
needs repairing, and make the repair  
the teacher. e.g. rips, tears, missing

take care in protecting his clothing  
a smock when performing a working  
grime of some sort, as observed by

ing in high action games or sports  
l, etc.) the student will wear  
observed by the teacher.

Encourage students to bring in clothing that is in need of  
repair. Volunteer the services of the class for the small  
clothing repairs that are often necessary during a school  
day.

510

509

Senior High Social - 5 - Dresses appropriately and attractively for various activities and occasions

SSS.1 The student describe and/or wear the appropriate attire for dating, going to church, dancing (prom, spring hop, etc.), playing team games, funerals, participating in weddings, etc., as observed by the teacher.

On a trip to a clothing store, students to find appropriate

511

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Dresses appropriately and attractively for various activities and occasions

Describe and/or wear the appropriate  
to church, dancing (prom, spring Hop,  
s, funerals, participating in  
ved by the teacher.

On a trip to a clothing store, describe an occasion and ask  
students to find appropriate clothing.

511

512



Senior High Social - 6 - Can take and relay telephone messages and knows emergency procedure secure police and fire protection, medical help, ambulance service,

SS6.1 Given a message by telephone, the student will take the person's name and relay any message to be given to the absent party 100% of the time.

Write emergency situations and reacts to the situation. telephone activities.

SS6.2 Given a simulated emergency in which police or fire protection, medical help, ambulance service, or a rescue squad needs to be secured, the student will locate and dial the appropriate number, give name and address, and state the emergency to the teacher's satisfaction.

SS6.3 Given a simulated emergency in which the telephone number is not readily accessible, the student will dial the operator, give the emergency department needed, and wait for any advice to the teacher's satisfaction.

513

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Can take and relay telephone messages and knows emergency procedure for telephone operation to secure police and fire protection, medical help, ambulance service, rescue squad (See SSp7)

by telephone, the student will take  
relay any message to be given to the  
e time.

Write emergency situations on cards. Student draws a card  
and reacts to the situation. See SSp7 and SS35 for other  
telephone activities.

d emergency in which police or fire  
p, ambulance service, or a rescue  
ed, the student will locate and dial  
give name and address, and state the  
r's satisfaction.

d emergency in which the telephone  
ccessible, the student will dial the  
gency department needed, and wait for  
er's satisfaction.

513

514

Senior High Social - 7 - Understands the need for responsible relationships with members of

SS7.1 After discussion, films, simulated situation, etc. involving male-female relationships, the student will explain to the teacher's satisfaction three results of immature of irresponsible relationships. e.g. emotional problems, pregnancy, social diseases, etc.

SS7.2 The student will name 3 examples of mature responsible behavior with the opposite sex. e.g. honesty, respect for self and partner, understanding feelings of partner, respect for self and partner, understanding feelings of partner, self-restraint when necessary, etc.

Discuss common boy-girl pro letters from the newspaper. answer. Compare their solu lyrics to popular songs inv students if they agree or d implied in particular songs

**SOCIAL COMPETENCIES**  
**SENIOR HIGH**  
**SELF AND PERSONAL DEVELOPMENT**

Understands the need for responsible relationships with members of the opposite sex, (See Sp20)

films, simulated situation, etc.  
 relationships, the student will explain  
 action three results of immature of  
 tips. e.g. emotional problems,  
 es, etc.

Discuss common boy-girl problems. Collect "Dear Abbey"  
 letters from the newspaper. Have students decide on an  
 answer. Compare their solutions to Abbey's. Discuss  
 lyrics to popular songs involving matters of the heart. A  
 students if they agree or disagree with philosophies  
 implied in particular songs.

name 3 examples of mature responsible  
 te sex. e.g. honesty, respect for  
 tanding feelings of partner,  
 tner, understanding feelings of  
 when necessary, etc.

515

516

Senior High Social - 8 - Knows appropriate behavior during dating and courtship

SS8.1 The student will state four responsibilities of a boy in arranging a date. e.g. asking the girl, having a plan, picking up the girl, meeting the parents, making financial arrangements, getting the girl home on time, etc.

Make a bulletin board display dating. Have students draw magazines to show each "rule". Discuss why these procedures

SS8.2 The student will state four responsibilities of a girl concerning a date. e.g. give an answer at a reasonable time, be ready, let parents know, introduce boy to parents, etc.

511

Knows appropriate behavior during dating and courtship.

state four responsibilities of a  
e.g. asking the girl, having a  
rl, meeting the parents, making  
getting the girl home on time, etc.

Make a bulletin board display showing responsibilities in  
dating. Have students draw pictures or cut them out of  
magazines to show each "rule."  
Discuss why these procedures are important.

state four responsibilities of a  
e.g. give an answer at a reasonable  
ents know, introduce boy to parents

517

518

Senior High Social - 9 - Exhibits proper attitude toward criticism and evaluation

SS9.1 When asked the type of attitude he should display when receiving criticism and evaluation for a task completed, the student will state that he should show respect to the other person's opinion by listening, asking advice on improving the job done, and showing gratitude regardless of whether he is in agreement with the person, to the teacher's satisfaction.

SS9.2 In real or simulated situations, the student will exhibit appropriate behavior when criticized or evaluated by an employer, parent, teacher and peer.

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Exhibits proper attitude toward criticism and evaluation

type of attitude he should display when  
evaluation for a task completed, the  
he should show respect to the other  
person, asking advice on improving  
his gratitude regardless of whether he  
person, to the teacher's satisfaction.

ated situations, the student will  
prior when criticized or evaluated  
teacher and peer.

519

500



Senior High Social - 10 - Exhibits personality attributes of honesty, tolerance, initiative and effort in trying to improve skills

SS10.1 The student will describe to the teacher's satisfaction how honesty, tolerance, and initiative are vital in retaining and making advancement in his job.

SS10.2 When given a task to complete with others, the student will demonstrate honesty, tolerance and initiative as observed by the person in charge.

SS10.3 While completing a task, the student will demonstrate an effort in improving his skills asking assistance when in doubt, watching a trained person completing a similar task and showing willingness to follow any advice given for improvement of his skills to the authority's satisfaction.

521

52

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Exhibits personality attributes of honesty, tolerance, initiative in doing a job well, and effort in trying to improve skills

Describe to the teacher's satisfaction  
and initiative are vital in retaining  
his job.

to complete with others, the student  
tolerance and initiative as  
charge.

task, the student will demonstrate  
s skills asking assistance when  
ned person completing a similar  
ess to follow any advice given  
ills to the authority's

52

521

Senior High Social - 11 - Accepts responsibilities

SS11.1 Given a different duty in class once every 6 weeks, the student will demonstrate responsibility by accepting the job willingly, working on it with no reminders, and completing the task without assistance (unless asking advice in improving the job) to the teacher's satisfaction.

SS11.2 While on the job, the student will demonstrate responsibility by being punctual, completing tasks intended for him, asking aid when needed and tending to his own affairs to the supervisor's satisfaction.

523

523

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND PERSONAL DEVELOPMENT

Accepts responsibilities

duty in class once every 6 weeks,  
rate responsibility by accepting  
ing on it with no reminders, and  
out assistance (unless asking  
job) to the teacher's satisfaction.

the student will demonstrate  
punctual, completing tasks  
aid when needed and tending to  
supervisor's satisfaction.

53

54

Senior High Social - 12 - Realizes and accepts his strengths and weaknesses (See SV14)

SS12.1 Given 3 tasks to complete, the student will choose the one he can best handle after considering his strengths and weaknesses to the teacher's satisfaction.

SS12.2 Upon completion of a job, the student will evaluate the job done with the one in charge and state parts done well and those needing improvement 95% of the time.

SS12.3 After realizing and accepting his strengths and weaknesses, the student will develop his strengths and ask aid for his weaknesses to the best of his ability as observed by the teacher.

5.5

- Realizes and accepts his strengths and weaknesses (See SV14)

complete, the student will choose  
le after considering his  
to the teacher's satisfaction.

of a job, the student will evaluate  
e in charge and state parts done  
improvement 95% of the time.

and accepting his strengths and  
will develop his strengths and  
es to the best of his ability as

5.5

5.6

Senior High Social - 13 - Understands that he should ask for help or information when unsure

SS13.1 Given a situation in which one is unsure of directions or hesitant about proper steps in managing a task, the student will state that he should immediately get aid.

SS13.2 Given a task in which directions are unclear or where help is obviously required, the student will ask for aid 100% of the time.

57

SOCIAL COMPETENCIES  
SENIOR HIGH-  
SELF AND PERSONAL DEVELOPMENT

- Understands that he should ask for help or information when unsure on the job

in which one is unsure of  
about proper steps in managing  
state that he should immediately

which directions are unclear or  
required, the student will ask

57

58



TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family members, and compromise with others in the family, and knowledge of household management skills.

Senior High Social - 14 - Understands the responsibilities of a husband and wife in marriage

SS14.1 The student will state 5 responsibilities that husbands and wives share in marriage. e.g. (1) earning a living, (2) paying bills, (3) caring for children, (4) cleaning house, (5) house maintenance, (6) food preparation

After discussions, readings, fi  
have students give hypothetical  
decide upon responsibilities.  
cooperative situations as relat

SS14.2 Given simulated situations involving a marriage with or without children, with varying employment situations, with different skills and abilities of husband and wife, the student will suggest which marriage partner should handle which responsibilities to the satisfaction of the teacher.

-----  
New Readers Press: Be Informed,  
FR: Family Life  
SVE: Family Problems  
Merrill: Patterns of Life: Human  
Unit 4

Senior High Social - 15 - Is aware of the effect of in-laws in a marriage.

SS15.1 The student will define the term "in-law" and give two examples with 100% accuracy.

List family members of two stud  
Ask other students if these two  
be in-laws.

SS15.2 The student will describe to the teacher's satisfaction, two different situations in which in-laws effect marriage.

Give several hypothetical but r  
two teams of students come up w  
Have the same two teams pretend  
give a situation and have each  
of the situation

TERMINAL OBJECTIVE

demonstrate an understanding of the responsibilities of family members, an ability to cooperate with others in the family, and knowledge of household management skills.

4 - Understands the responsibilities of a husband and wife in marriage

11 state 5 responsibilities that are in marriage. e.g. (1) earning money, (2) caring for children, (3) house maintenance, (4) food

After discussions, readings, filmstrip presentations, etc. have students give hypothetical situations for other students to decide upon responsibilities. Role play cooperative and un-cooperative situations as relate to family responsibilities.

12 describe situations involving a marriage, with varying employment situations and abilities of husband and wife. Will suggest which marriage partners have responsibilities to the satisfaction of both.

-----  
New Readers Press: Be Informed, Unit 12: Marriage  
FR: Family Life  
SVE: Family Problems  
Merrill: Patterns of Life: Human Growth and Development, Unit 4

5 - Is aware of the effect of in-laws in a marriage

13 define the term "in-law" and give 100% accuracy.

List family members of two students (of opposite sex) on board. Ask other students if these two students married, who would be in-laws.

14 describe to the teacher's different situations in which in-laws

Give several hypothetical but realistic in-law problems. Have two teams of students come up with solutions to the problems. Have the same two teams pretend to be each other's in-laws; give a situation and have each team role play to make the most of the situation.

529

-----  
New Readers Press: Be Informed, Unit 12: Marriage  
Merrill: Patterns of Life: Human Growth and Development, Unit 4  
Mayfex: Facing Life

Senior High Social - 16 - Understands the obligations of and responsibilities for worthwhile

---

SS16.1 The student will explain the concept of a burden to society to the satisfaction of the teacher.

---

SS16.2 Presented with a simulated situation involving a problem child, the student will explain why this is a problem that should be handled by the family, to the satisfaction of the teacher.

---

SS16.3 Presented with a simulated situation involving a family which cannot support itself, the student will explain how this presents a hardship on society, to the satisfaction of the teacher.

---

Discussions, readings, viewing  
Brainstorming: Give hypothetical  
give any thoughts about the s  
heads. Record all thoughts r  
two or three groups of student  
ideas and evaluate them.

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF IN THE FAMILY

16 - Understands the obligations of and responsibilities for worthwhile family life to society

will explain the concept of a burden  
dissatisfaction of the teacher.

In a simulated situation involving a  
student will explain why this is a  
problem handled by the family, to the  
teacher.

In a simulated situation involving a  
support itself, the student will  
demonstrate a hardship on society, to the  
teacher.

Discussions, readings, viewing filmstrips.  
Brainstorming: Give hypothetical situations. Have students  
give any thoughts about the situation that come into their  
heads. Record all thoughts regardless of worth. Then have  
two or three groups of students each take a few of these  
ideas and evaluate them.

531

532

Senior High Social - 17 - Knows how to compromise his wishes with those of his family

---

SS17.1 The student will describe to the satisfaction of the teacher, three situations in which family conflict might arise.

---

SS17.2 Presented with an actual or simulated family conflict situation, the student will explain the view point of each person involved in the conflict to the satisfaction of the teacher.

---

SS17.3 The student will define compromise to the satisfaction of the teacher.

---

SS17.4 The student will explain why compromise is important to the satisfaction of the teacher.

---

SS17.5 Presented with an actual or simulated family conflict situation, the student will explain one possible solution to the satisfaction of the teacher.

---

After discussions, readings, typical conflict situations, of the family members in conflict, gotten to a stand-still, have the part of the other family try to come up with solutions

-----

New Readers Press: Be Informed  
FR: Family Life  
Fearon: The Young American Series  
Merrill: Patterns of Life: Human Development  
Unit 5  
SVE: Family Problems (filmstrip)  
Mayfax: Facing Life

533

534

17 - Knows how to compromise his wishes with those of his family

will describe to the satisfaction of  
situations in which family conflict

th an actual or simulated family  
the student will explain the view  
involved in the conflict to the  
teacher.

will define compromise to the satis-  
er.

will explain why compromise is im-  
faction of the teacher.

th an actual or simulated family  
the student will explain one  
the satisfaction of the teacher.

After discussions, readings, filmstrip viewing, give student  
typical conflict situations. Have students play the part of  
of the family members in conflict. When the situation has  
gotten to a stand-still, have students switch roles and take  
the part of the other family member. Have other students  
try to come up with solutions to the conflict.

New Readers Press: Be Informed, Unit 12: Marriage  
FR: Family Life

Fearon: The Young American Series, Book I, In Your Family  
Merrill: Patterns of Life: Human Growth and Development,  
Unit 5

SVE: Family Problems (filmstrips)

Mayfex: Facing Life

533

534

Senior High Social - 18 - Knows how to budget money, (See SA(M)4)

SS18.1 The student will make a weekly budget based on his income, to the teacher's satisfaction.

SS18.2 Given a set income, the student will plan a budget for a family and include all necessary budget items to the satisfaction of the teacher.

SS18.3 Given budgets which need to be amended due to decrease in pay, arrival of a baby, increase in rent, etc., the student will revise the budget to compensate for the changes to the teacher's satisfaction.

Have students budget points e  
Use hypothetical or actual e  
weekly budgets.

Have two or three teams of st  
amend the family budget.. Com  
completeness and realism.

New Readers Press: Be Inform  
FR: The Using Money Series, Bo  
Saving; Family Life  
Coronet: It's Your Money (cas

**SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF IN THE FAMILY.**

8 - Knows how to budget money (See SA(M)4)

Will make a weekly budget based on teacher's satisfaction.

When income, the student will plan a budget and include all necessary budget items to show to the teacher.

which need to be amended due to arrival of a baby, increase in rent, etc. Amend the budget to compensate for the teacher's satisfaction.

Have students budget points earned for free time. Use hypothetical or actual earnings for students to make weekly budgets.

Have two or three teams of students make up a family budget and amend the family budget. Compare the three budgets for completeness and realism.

-----  
New Readers Press: Be Informed: Unit 12: Marriage  
FR: The Using Money Series, Book IV, Earning, Spending, and Saving; Family Life  
Coronet: It's Your Money (cassettes)

535

536



Senior High Social - 19 - Knows the basic needs in setting up housekeeping (See also SC11)

SS19.1 The student will name 5 factors to consider when selecting a house or apartment: e.g. cost, number of rooms, whether furnished, condition of the home, location (neighborhood, nearness to work, etc.), if utilities are included in rent, etc.

SS19.2 Following a unit on family financing and family security, the student will name the major prerequisite to buying a home. i.e. a certainty of income and of work,

SS19.3 Given the following information about a family and a newspaper containing ads for rentals or sales, the student will select an appropriate home to the teacher's satisfaction: size of family, salary, location of work, ages of family members, whether they have furniture, etc.

SS19.4 The student will define or describe the following terms as they relate to renting a house or apartment to the teacher's satisfaction: lease, cleaning fee, breakage deposit, first and last month rent in advance.

SS19.5 The student will define the term "utilities" to the teacher's satisfaction.

SS19.6 Given sample rent and sample monthly utility bills, the student will compute the monthly cost of rented housing with 90% accuracy.

Following discussions, reading give the students hypothetical select a home or apartment, and compare their selections. of these situations and the d. Invite a landlord to talk to point of view (why he charges breakage deposits, cleaning fee

New Readers Press: Be Informed  
6: Renting

FR: Family Life  
Macmillan: Management of the

9 - Knows the basic needs in setting up housekeeping (See also SC11)

11 name 5 factors to consider when apartment. e.g. cost, number of bedrooms, condition of the home, location, distance to work, etc.), if utilities, etc.

12 on family financing and family will name the major prerequisite a certainty of income and of work.

13 giving information about a family finding ads for rentals or sales, the appropriate home to the teacher's family, salary, location of members, whether they are furnished.

14 define or describe the following: paying a house or apartment to a landlord, security deposit, cleaning fee, breakage, first month rent in advance.

15 define the term "utilities" to include water, gas, electricity, etc.

16 present and sample monthly utility bills, state the monthly cost of rented space.

Following discussions, readings, filmstrip viewing, etc. give the students hypothetical family situations. Have them select a home or apartment; figure the total monthly cost and compare their selections. Make a bulletin board display of these situations and the different housing choices. Invite a landlord to talk to the class about the landlord's point of view (why he charges first and last month's rent, breakage deposits, cleaning fees, etc.)

-----  
New Readers Press: Be Informed, Unit 4: Buying a Home; Unit 6: Renting a Home.

FR: Family Life  
Macmillan: Management of the Modern Home

538

537

SO  
SE  
SE

Senior High Social - 20 - Can plan house furnishings

SS20.1 Following instruction on buying furniture for a home, the student will state the basic major appliances and furniture needed with 90% accuracy.

SS20.2 Following class discussions and home inventories, the student will list items other than major appliances and furniture needed to furnish a home or apartment, such as small appliances, eating utensils, cooking utensils, linens, etc. with 90% accuracy.

SS20.3 Given store catalogs, newspapers, and/or visits to stores, and given the list previously prepared of all home furnishings, the student will compute the cost of furnishing a home or apartment with all new furnishings.

SS20.4 Given the total cost of furnishing an apartment or house with all new furnishings, the student will name at least three ways to lessen the cost of the furnishings, with the help of the teacher as needed. e.g. making some items, asking relatives for cast-offs, buying used furniture, etc.

SS20.5 Given brochures or pamphlets of appliances (stoves, radios, irons, etc.) with the name brands, like Hot Point, G.E., Zenith, etc., the student will compare the advantages and disadvantages of each to the teacher's satisfaction.

Have students make an inventory of furnishings they have in their homes. Make a bulletin board display with the students' names on the board. or, in groups rank order the furnishings they feel the most important. Have students look through catalog brochures, look at ads in the newspapers on the products, etc. to determine the advantages and disadvantages of furnishings.

Divide students into groups and assign each group to make a list of furnishings for a home. Compare the lists and make a list of furnishings.

Have students (girls particularly) make a list of the furnishings they think most important. Give them descriptions of the different types of things to look for when choosing. Give them color samples or fabric swatches. Have students make and furnish a model room in class. While making it, figure out the cost of items similar to it.

Collect magazines and brochures showing household furnishings (tables, chairs, etc.).

Homemaking books; store catalogs; handyman magazines; women's magazines (e.g., Circle, etc.); brochures from manufacturers (usually have addresses); do-it-yourself projects; Consumers Union magazine

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND THE FAMILY

20 - Can, plan house furnishings

struction on buying furniture for a  
state the basic major appliances  
with 90% accuracy.

s discussions and home inventories,  
items other than major appliances  
to furnish a home or apartment,  
es, eating utensils, cooking  
with 90% accuracy.

atalogs, newspapers, and/or visits  
he list previously prepared of  
the student will compute the cost  
or apartment with all new

1 cost of furnishing an apartment  
furnishings, the student will name  
lessen the cost of the furnishings,  
each as needed. e.g. making  
atives for cast-offs, buying used

s or pamphlets of appliances (stoves,  
with the name brands, like Hot Point,  
e student will compare the advantages  
ach to the teacher's satisfaction.

Have students make an inventory of all the household  
furnishings they have in their homes. Compare these lists.  
Make a bulletin board display of the lists (not necessarily  
with the students' names on them). Have students individual  
or in groups rank order the furnishings according to how  
important they feel the furnishings are.

Have students look through catalogs, visit stores, send for  
brochures, look at ads in the paper, read consumer information  
on the products, etc. to determine the cost and quality as  
well as the advantages and disadvantages of different types  
and makes of furnishings.

Divide students into groups and have each group select furnis  
ings for a home. Compare the different way the groups select  
furnishings.

Have students (girls particularly) make a booklet including  
the furnishings they think most important; pictures and  
descriptions of the different styles, sizes, makes; a list  
of things to look for when choosing that item; sample prices;  
color samples or fabric swatches; etc.

Have students make and furnish a doll house for the primary  
class. While making it, figure the cost of a real house  
similar to it.

Collect magazines and brochures giving directions for making  
household furnishings (tables, chairs, lamps, curtains, etc.)

Homemaking books; store catalogs; decorating magazines;  
handyman magazines; women's magazines (Woman's Day, Family  
Circle, etc.); brochures from manufacturers (decorating maga-  
zines usually have addresses); Sunday newspapers for decorati  
ideas, do-it-yourself projects, and consumer information;  
Consumers Union magazine

SS20.6 Given a simulated situation of a specified home to be furnished with a limited amount of money, the student will select appropriate furnishings to the teacher's satisfaction.

SS20.7 The student will state the advantages and disadvantages of buying household furnishings on credit to the teacher's satisfaction. e.g. credit is convenient, can buy necessities when needed; credit sometimes leads people to buy unnecessary things, credit costs more than cash.

Senior High Social - 21 - Develops regard for and ability in keeping homes neat, clean, and

SS21.1 The student will give three reasons for keeping homes neat, clean, and attractive to the teacher's satisfaction. e.g., home is more pleasant to be in, home and furnishings will last longer, helps maintain value of house, keeps vermin to a minimum, etc.

SS21.2 Following experience in house cleaning, the student will list all of the housekeeping chores required to keep a home neat, clean, and attractive with 80% accuracy.

SS20.3 Given a previously prepared list of house cleaning chores, the student will describe the tools and supplies necessary for each with 100% accuracy.

SS21.4 The student will successfully complete 90% of the chores listed in Appendix L to the satisfaction of the teacher or other supervisor.

New Readers Press: Be Informed  
FR: Family Life; The Using Money  
Power  
Macmillan: Management of the Home  
Home Furnishings

Discussions, readings.  
Have students prepare a list, chores. Then, decide which should be done monthly, as needed, etc.  
Have students practice as many as possible or at school, as possible.

FR: The Happy Housekeepers (read and work as a domestic); Do It

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF IN THE FAMILY

ated situation of a specified home  
a limited amount of money, the  
appropriate furnishings to the  
n.

ill state the advantages and dis-  
household furnishings on credit  
satisfaction. e.g., credit is convenient,  
when needed; credit sometimes leads  
to unnecessary things, credit costs more than

New Readers Press: Be Informed, Unit 14: Wise Buying  
FR: Family Life; The Using Money Series, Book III; Buying  
Power  
Macmillan: Management of the Modern Home; Introduction to  
Home Furnishings

1 - Develops regard for and ability in keeping homes neat, clean, and attractive

ill give three reasons for keeping  
attractive to the teacher's satis-  
s more pleasant to be in, home and  
longer, helps maintain value of  
a minimum, etc.

rience in house cleaning, the  
of the housekeeping chores re-  
neat, clean, and attractive with

asily prepared list of house cleaning  
ill describe the tools and supplies  
100% accuracy.

l successfully complete 90% of the  
ix E to the satisfaction of the  
visor.

Discussions, readings.  
Have students prepare a list, by room, of the house cleaning  
chores. Then, decide which should be done daily, weekly,  
monthly, as needed, etc.  
Have students practice as many of the chores at a private home  
or at school, as possible.

FR: The Happy Housekeepers (relates more directly with  
work as a domestic); Do It Yourself

Senior High Social - 22 - Knows how to care for family clothing

SS22.1 Given labels containing washing or cleaning instructions, the student will read the labels and describe the correct procedure to the teacher's satisfaction.

SS22.2 Given a typical family laundry and access to home or laundromat washers, the girl will wash, dry (in a dryer or on a line) and fold the laundry to the teacher's or supervisor's satisfaction.

SS22.3 Given clothing requiring the following repairs, the girl student will make the necessary repairs including selecting appropriate materials, using appropriate techniques, and completing the task, to the teacher's satisfaction: replace a button, repair a hem, repair a split seam, repair a tear, replace a snap, replace a hook and eye.

SS22.4 The girl student will make a garment for herself or someone else to the teacher's satisfaction, including: selecting an appropriate size and style pattern; selecting appropriate fabrics; obtaining correct amount of fabric and notions; laying, cutting, fitting, sewing, and finishing the garment.

Bring in, or have students bring in, washing or cleaning instructions, list the kind of clothing care, the reasons for the labels and Write to laundry product companies (softener manufacturers) for information and stain removal.

After discussions, readings, as much actual experience as possible, turns bringing in family laundry to laundromat if washer available. Review appropriateness of fasteners on occasion, etc. before selecting girls to fabric stores to examine price, quality, and care. Read suggested fabrics and look at machine, students can practice get feel of machine and learn curved lines on paper for student a line 5/8" from the edge of

Imperial: Fundamentals of Sewing  
McGraw-Hill: Sewing Series (1)  
SVE: Learning to Use a Machine



SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF AND THE FAMILY

22 - Knows how to care for family clothing

containing washing or cleaning  
student will read the labels and  
procedure to the teacher's satis-

all family laundry and access to  
washers, the girl will wash, dry  
(line) and fold the laundry to the  
teacher's satisfaction.

requiring the following repairs,  
make the necessary repairs including  
materials, using appropriate  
finishing the task, to the teacher's  
a button, repair a hem, repair a  
zipper, replace a snap, replace a

student will make a garment for herself  
to teacher's satisfaction, including:  
select size and style pattern;  
select fabrics; obtaining correct amount  
of material; laying, cutting, fitting, sewing,  
finishing.

Bring in, or have students bring in, various garments with  
washing or cleaning instructions. Copy the labels and  
list the kind of clothing carrying those labels. Discuss  
the reasons for the labels and what they mean.  
Write to laundry product companies (detergent, bleach, water  
softener manufacturers) for information on laundering  
and stain removal.

After discussions, readings, viewing filmstrips, etc., provide  
as much actual experience as possible. Have students take  
turns bringing in family laundry. Make necessary repairs and  
take to laundromat if washer is not available in school.  
Review appropriateness of fashions to age, figure type,  
occasion, etc. before selecting pattern for a garment. Take  
girls to fabric stores to examine materials and compare for  
price, quality, and care. Read pattern envelopes for  
suggested fabrics and look at those fabrics. For sewing on  
machine, students can practice on paper without thread to  
get feel of machine and learn to control it (draw straight and  
curved lines on paper for students to follow; have them sew  
a line 5/8" from the edge of the paper; etc.)

Imperial: Fundamentals of Sewing series (filmstrips)  
McGraw-Hill: Sewing Series (filmstrip)  
SVE: Learning to Use a Machine (filmstrips)

511

511



Senior High Social - 23 - Knows how to purchase, store, and prepare food (See SA(M)1, SC1,

SS23.1 The student will prepare a food menu for a week including in each day's menus the recommended number of servings from the 4 basic food groups.

SS23.2 Given a week's menu, the student will make a grocery list including all the needed food.

SS23.3 Given a general list of food items (e.g. meat, vegetables, fruit, etc.), the student will use the newspaper to determine the exact foods to be bought and the price (e.g. chicken @59¢/lb., spinach 20¢, etc.)

SS23.4 After comparing food prices in newspaper ads and/or stores over a period of several months, the student will name three factors which may effect the price of food. e.g. season, whether local or from a distance, packaging (quantity in package and amount of preparation).

SS23.5 Given a variety of canned goods, staples (sugar, flour, coffee, tea, etc.), meat, eggs, milk and other dairy products, the student will state which should be refrigerated with 100% accuracy.

SS23.6 The student will describe to the teacher's satisfaction, how the following should be stored: meat (rewrapped loosely and stored in coldest part of refrigerator or in freezer), opened cans of food (remove from can and refrigerate), bread (bread box or refrigerator), potatoes (cool, dark place), cooked food (refrigerated in appropriate containers).

Have each student make a chart of groups and examples of each food group. Then, in small groups or individuals, make a booklet including the following: a list of foods needed for the week; the food needed for the week; it will be purchased and the price; how long the food can be stored over a period of time and recommended menus of the different groups.

After looking at and listing the foods, girls make an inventory of the foods at home and rank order the items they think are most essential.

Have the class prepare a breakfast for the school (the dinner could be a meal for students inviting a friend). Prepare cold lunches for the faculty, supplies. If complete cooking is not in the school, occasional cooking with the use of ice chests to keep food cold, hot plates, broiler-toaster or electric grill (if electricity is adequate). Cost planning, shopping, figuring the cost, serving, cleaning up, etc.

Basic cookbooks (e.g. Betty Crocker's Home Economics books, women's magazines, leaflets from Home Economics

23 - Knows how to purchase, store, and prepare food (See SA(M)1, SC1, SC2)

Will prepare a food menu for a week  
's menus the recommended number  
4 basic food groups.

s. menu, the student will make a  
g. all the needed food.

al list of food items (e.g. meat,  
c.), the student will use the  
e the exact foods to be bought  
chicken @59¢/lb., spinach 20¢, etc.)

ng food prices in newspaper ads and/  
od of several months, the student  
rs which may effect the price of  
hether local or from a distance,  
a package and amount of preparation).

y of canned goods, staples (sugar,  
c.), meat, eggs, milk and other  
udent will state which should  
00% accuracy.

Will describe to the teacher's  
following should be stored:  
and stored in coldest part of  
ezer), opened cans of food  
refrigerate), bread (bread box  
toes (cool, dark place),  
ted in appropriate containers).

515

Have each student make a chart of the four basic food groups and examples of each for reference. Have first group then individuals, make bulletin board display, poster, or booklet including the following: the complete menu for a week; the food needed for that menu; the place from which it will be purchased and the price; how each item will be stored until used; how any left over food will be stored; how long the food can be stored. Spread this activity over a period of time and repeat several times. Compare the menus of the different groups or individuals.

After looking at and listing kitchen equipment, have the girls make an inventory of the kitchen equipment they have at home and rank order the items according to which they think are most essential.

Have the class prepare a breakfast, lunch, and dinner in school (the dinner could be a social event as well, with students inviting a friend). If possible, have them prepare cold lunches for the faculty, charging enough to replenish supplies. If complete cooking facilities are not available in the school, occasional cooking projects can be undertaken with the use of ice chests to keep food cold; electric skill hot plates, broiler-toaster ovens, etc. (Check to see that electricity is adequate). Cooking projects should include planning, shopping, figuring costs/serving, reading recipes, serving, cleaning up, etc.

Basic cookbooks (e.g. Betty Crocker, Better Homes & Gardens), Home Economics books, women's magazines, newspapers, leaflets from Home Economics Agent

516

SS23.7 Given a chart showing length of time various foods can be stored, the student will state the storage time for any food requested by the teacher with 100% accuracy.

---

SS23.8 Given written cooking terms (see Appendix A) Vocationally Related Words: Food Service and Cooking Terms), the student will read and describe or define the meaning of 90% of the terms.

---

SS23.9 Shown the following small kitchen equipment, the girl will identify and describe the use of 20 of them: measuring cups, measuring spoons, potato masher, beater, sifter, grater, rolling pin, cake rack, vegetable brush, vegetable peeler or parer, can opener, pastry blender, seive, colander, pancake turner, spatula, muffin pan, cake pans, pie pans, cookie sheet, loaf pan, casserole, double boiler, roasting pan, skillet, saucepan.

---

SS23.10 Under supervision, the girl will prepare one meat recipe, one fish recipe, one egg recipe, two starch recipes (potatoes, rice, noodles, etc.), two cooked vegetable recipes, two salads, one baked dessert, one fruit dessert, one bread or biscuit.

---

SS23.11 Given ten seasonings, the girl student will name two dishes in which each could be used, to the teacher's satisfaction.

---

McGraw-Hill: Food Preparation  
Fearon: Young Homemakers at  
and Shopping, Getting  
Young Homemaker's C  
Macmillan: Family Meals and

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF IN THE FAMILY

part showing length of time various  
the student will state the storage  
requested by the teacher with 100%

ten cooking terms (see Appendix A)  
and Words: Food Service and Cooking Terms),  
and describe or define the meaning

following small kitchen equipment, the  
and describe the use of 20 of them:  
measuring spoons, potato masher, beater,  
rolling pin, cake rack, vegetable brush,  
can opener, pastry blender,  
cake turner, spatula, muffin pan,  
cookie sheet, loaf pan, casserole,  
skillet, saucepan.

provision, the girl will prepare one  
dish recipe, one egg recipe, two starch  
rice, noodles, etc.), two cooked  
two salads, one baked dessert, one  
bread or biscuit.

seasonings, the girl student will name  
each could be used, to the teacher's

McGraw-Hill: Food Preparation Series (8mm loops)  
Fearon: Young Homemakers at Work Series (Planning Meals  
and Shopping, Getting Ready to Cook, and The  
Young Homemaker's Cookbook)  
Macmillan: Family Meals and Hospitality

517

518

Senior High Social 24 - Understands reasons for marriage

SS24.1 When asked why men and women date, the student will explain to the satisfaction of the teacher that dating is a time of exploration for a more permanent mate.

SS24.2 When asked why men and women marry, the student will state companionship and provision for children as two primary reasons for marriage.

SS24.3 When presented with actual or simulated situations in which the motivation for marriage is the subject, the student will state whether the reason for marriage is a "good" or "bad" reason to the satisfaction of the teacher.

Following discussions, reading ask a marriage counselor to in his talk, some of the points

-----  
New Readers Press: BE Inform  
SVE: Being Responsible About  
FR: Family Life  
Merrill: Patterns of Life: P  
Units 3 and 4

24 - Understands reasons for marriage

Why men and women date, the student satisfaction of the teacher that exploration for a more permanent mate.

Why men and women marry, the student ship and provision for children as for marriage.

When with actual or simulated situations for marriage is the subject, the whether the reason for marriage is a reason to the satisfaction of the teacher.

Following discussions, readings, viewing of filmstrips, ask a marriage counselor to address the class and include in his talk, some of the poor reasons for getting married.

-----  
New Readers Press: Be Informed, Unit 12: Marriage  
SVE: Being Responsible About Sex and Love series (filmstrip)  
FR: Family Life  
Merrill: Patterns of Life: Human Growth and Development  
Units 3 and 4

549

550

Senior High Social - 25 - Understands pregnancy and planned parenthood

SS25.1 The student will describe the process of conception to the satisfaction of the teacher.

Following discussions, readings, filmstrips, visit the county health nurse and/or doctor.

SS25.2 The student will describe the development of the fetus to the teacher's satisfaction.

-----  
New Readers Press: Planning Your Pregnancy; Unwed Mother  
Merrill: Patterns of Life: Human Planning to be a Parent  
SVE: Growing Up, from Childhood

SS25.3 The student will explain the term "planned parenthood" to the satisfaction of the teacher.

SS25.4 The student will define and differentiate between the following terms: birth control, contraception, and abortion.

SS25.5 The student will name 3 community agencies that will be of assistance to anyone needing information on planned parenthood and/or pregnancy.

551

SOCIAL COMPETENCIES  
SENIOR HIGH  
SELF IN THE FAMILY

- Understands pregnancy and planned parenthood

1 describe the process of conception the teacher.

Following discussions, readings, and viewing of films or filmstrips, visit the county health department or have the county health nurse and/or doctor visit the class.

1 describe the development of the satisfaction.

-----  
New Readers Press: Planning Your Family; Conception and Pregnancy; Unwed Mother

1 explain the term 'planned satisfaction of the teacher.

Merrill: Patterns of Life: Human Growth and Development, Ch. Planning to be a Parent  
SVE: Growing Up, from Childhood to Maturity (filmstrips)

1 define and differentiate between birth control, contraception, and

1 name 3 community agencies that to anyone needing information on or pregnancy.

53



Senior High Social - 26 - Knows importance and nature of proper pre-natal, infant, and child

SS26.1 The student will describe the symptoms of pregnancy to the satisfaction of the teacher.

SS26.2 The student will name 2 places where one can obtain a pregnancy test.

SS26.3 The student will explain to the teacher's satisfaction why a doctor's care is essential during pregnancy.

SS26.4 When presented with two sample diet plans for a pregnant woman, one of which is good and one of which is poor, the student will select the good diet with 100% accuracy.

SS26.5 The student will describe to the teacher's satisfaction, the major elements of a good diet during pregnancy.

SS26.6 The student will explain to the teacher's satisfaction the term miscarriage.

SS26.7 The student will explain in what period of the pregnancy is most crucial concerning miscarriage and why, to the satisfaction of the teacher.

SS26.8 The student will define the term labor and describe the signs of labor to the satisfaction of the teacher.

Discussions, readings, viewing visits to or by a doctor or the or school nurse.

Have students "feed" and "bath

After listing guidelines for t at stores or in catalogs and c and safe toys for given age le

Give girls a loose leaf binder SS20 and SS22. Have them add infant, and child care. e.g., to go for pregnancy test, good feeding of infant and child's

SVE: Having a Baby (filmstrip)  
FR: Family Life  
McGraw-Hill: Child Care and De  
Infant Care and D  
New Readers Press: Preventing  
a Baby Series (Co  
Prenatal Care, Gi

6 - Knows importance and nature of proper pre-natal, infant, and child care

11 describe the symptoms of pregnancy of the teacher.

Discussions, readings, viewing films and/or filmstrips, visits to or by a doctor or the county health department or school nurse.

11 name 2 places where one can get a baby.

Have students "feed" and "bathe" a baby doll.

11 explain to the teacher's doctor's care is essential during pregnancy.

After listing guidelines for toy selection, look at toys at stores or in catalogs and choose the most appropriate and safe toys for given age levels.

11 with two sample diet plans for pregnancy, one of which is good and one of which is bad, will select the good diet with the teacher.

Give girls a loose leaf binder for their booklets for SS20 and SS22. Have them add information on pre-natal, infant, and child care. e.g., symptoms of pregnancy, places to go for pregnancy test, good diet, preparation and feeding of infant and child's food, appropriate toys, etc.

11 describe to the teacher's satisfaction the symptoms of a good diet during pregnancy.

SVE: Having a Baby (filmstrip)

FR: Family Life

McGraw-Hill: Child Care and Development Series (filmstrips); Infant Care and Development Series (filmstrips)

New Readers Press: Preventing Mental Retardation; Having a Baby Series (Conception and Pregnancy, Prenatal Care, Giving Birth, The First Six Weeks)

11 explain to the teacher's satisfaction the symptoms of a miscarriage.

11 explain what period of the pregnancy is most critical concerning miscarriage and the teacher's satisfaction.

11 define the term labor and describe the teacher's satisfaction of the teacher.

554

SS26.9 The student will explain the proper way to feed an infant to the satisfaction of the teacher.

---

SS26.10 The student will demonstrate his knowledge of the feeding program of a child from milk to solid table food through correct response to multiple choice questions, charts, simulated situations, or listing to the satisfaction of the teacher.

---

SS26.11 The student will demonstrate how to bathe an infant to the satisfaction of the teacher.

---

SS26.12 The student will describe guidelines for selecting children's toys to the satisfaction of the teacher.

---

SS26.13 Presented with a list of developmental stages, such as sitting, crawling, walking, talking, etc. and a list of ages when these should normally occur, the student will match appropriate stages with the age groups with 90% accuracy.

---

SS26.14 Presented with a list of good and bad rules for dealing with behavior of children, the student will indicate which are good rules with 90% accuracy.

---

SS26.15 The student will name 3 common childhood diseases and describe their symptoms to the satisfaction of the teacher (refer to the section on communicable diseases).

SOCIAL COMPETENCIES  
SENIOR HIGH LEVEL  
SELF IN THE FAMILY

will explain the proper way to feed  
satisfaction of the teacher.

will demonstrate his knowledge of  
of a child from milk to solid table  
response to multiple choice questions,  
uations, or listing to the satis-  
r.

will demonstrate how to bathe an  
ction of the teacher.

will describe guidelines for select-  
to the satisfaction of the teacher.

th a list of developmental stages,  
ling, walking, talking, etc. and  
these should normally occur, the  
propriate stages with the age  
acy.

th a list of good and bad rules  
vior of children, the student will  
od rules with 90% accuracy.

will name 3 common childhood  
their symptoms to the satisfaction  
to the section on communicable

558

555

TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the responsibilities of good citizenship. He will have knowledge of community services such that he can live independently in society..

Senior High School and community - 27 - Demonstrates proper conduct towards members of the community

SS27.1 The student will describe community membership to the teacher's satisfaction. e.g. those living in his town make up the community membership.

SS27.2 The student will describe proper conduct toward community members to the teacher's satisfaction. e.g. attentiveness, respect, courtesy.

SS27.3 During units in which a resource person is invited into the class, the student will demonstrate proper conduct 100% of the time.

SS27.4 During class field trips, the student will exhibit proper conduct to those he comes in contact with 100% accuracy.

Ealing Corporation Filmloops

558

557

TERMINAL OBJECTIVE

onstrate respect for the responsibilities of good citizenship. He will have sufficient services such that he can live independetly in society.

community - 27 - Demonstrates proper conduct towards members of the community

describe community membership  
tion, e.g. those living in his  
ty. membership.

Ealing Corporation Filmloops

The Cheat  
The Thief  
The Cashier's Mistake  
The Damaged Book  
Ganging Up

describe proper conduct toward  
teacher's satisfaction. e.g.  
courtesy.

which a resource person is invited  
ent will demonstrate proper

d trips, the student will  
o those he comes in contact with

508

507

Senior High School and Community - 28 - Benefits from participation in school and community f

SS28.1 The student will become actively involved in 2 school functions during the year stating what they are, what he is contributing to their activities, and what he is learning from them, to the teacher's satisfaction. e.g. sports, money drives, school upkeep, cafeteria aide.

SS28.2 During the school year, the student will show that he has participated in 3 community functions by stating what each activity was, what his contribution was to each, and the benefits and knowledge gained by his participation in each to the teacher's satisfaction, e.g. Scouts, Volunteer work for convalescent homes, and hospitals, community upkeep etc.

559

560

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 28 - Benefits from participation in school and community functions

become actively involved in 2  
the year stating what they are,  
to their activities, and what  
to the teacher's satisfaction.  
s, school upkeep, cafeterial aide.

year, the student will show  
in 3 community functions by  
ty was, what his contribution  
efits and knowledge gained  
each to the teacher's  
s, Volunteer work for convalescent  
community upkeep etc.

559

560



Senior High School and Community - 29 - Understands the cost of maintenance and of damaged or  
(See SC4, SC5)

SS29.1 Given several small objects such as a watch, iron, record player, cassette player, guitar, etc., the student will give the approximate value of new and/or used object to the teacher's satisfaction.

See Appendix B for The Price  
See also SC4 and SC5 for other  
to find out the cost of repla  
When something in the classro  
guess the cost of repair or  
been done or estimated by the  
pare with student's estimati

SS29.2 Given a situation where an object was broken or damaged, the student will assess the damage and state the approximate cost of repairing or replacing the object to the teacher's satisfaction.

SS29.3 Given a situation in which the student has possession of a lawn mower, motorcycle, household appliances, etc., he will estimate the cost of upkeep of the object to the teacher's satisfaction.

SS29.4 Given a situation in which the student damaged or destroyed property other than his own, he will state approximate cost of repair or replacement to the teacher's satisfaction.

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 29 - Understands the cost of maintenance and of damaged or destroyed property  
(See SC4, SC5)

all objects such as a watch, iron, player, guitar, etc., the student  
the value of new and/or used object  
action.

See Appendix B for The Price is Right  
See also SC4 and SC5 for other activities. Call the city  
to find out the cost of replacing street lights, etc.  
When something in the classroom is broken, have students  
guess the cost of repair or replacement. After repair has  
been done or estimated by the maintenance department, com-  
pare with student's estimation.

where an object was broken or  
all assess the damage and state  
repairing or replacing the  
satisfaction.

in which the student has  
wer, motorcycle, household  
all estimate the cost of upkeep of the  
satisfaction.

in which the student damaged or  
er than his own, he will state approximate  
ement to the teacher's satisfaction.

501

502

SS29.5 With the help of resource people, newspaper or magazine articles, radio or T.V. ads, the student will find out how much it costs to repair or replace one item of public or private property often damaged by carelessness or abuse. e.g. repainting rest room walls, picking up litter from highways, replacing a store window, replanting lawns or shrubbery, replacing street lights, replacing street signs, etc.

583

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

resource people, newspaper or  
radio or T.V. ads, the student will find  
to repair or replace one item of public  
property damaged by carelessness or abuse.  
on walls, picking up litter from  
store window, replanting lawns or  
street lights, replacing street signs, etc.

563

564

Senior High School and Community - 30 - Understands the emergency procedures in his place of

SS30.1 During on the job training, the student will state the location of fire exits, first aids stations, and procedures in reporting an accident on the job to the teacher's satisfaction.

Have students c... floor plan  
ment showing fire exits and  
visiting job sites, ask stu

SS30.2 After visiting two places of employment in his community, the student will describe the location of emergency exits to the satisfaction of the teacher.

SS30.3 The student will name the person from whom to learn the emergency procedures in a new job to the teacher's satisfaction.

505

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 30 - Understands the emergency procedures in his place of employment

training, the student will state  
its, first aids stations, and  
an accident on the job to the

Have students draw floor plans of their places of employ-  
ment showing fire exits and first aid stations. After  
visiting job sites, ask students where fire exits were.

two places of employment in his  
will describe the location of  
satisfaction of the teacher.

name the person from whom to learn  
s in a new job to the teacher's

500

500

Senior High School and Community - 31 - Participates in the planning and carrying out of orga

SS31.1 Given the opportunity to plan a class activity, the student will help organize the activity and carry out his plans with a group to the teacher's satisfaction.

When going on field trips give responsibility for planning trip. For example if going and organize the food, one plan recreation, one plan clean-up. Have students take responsibility for bulletin boards, craft projects.

Senior High School and Community - 32 - Knows the reasons for organizations, committees, and

SS32.1 The student will state at least three reasons for having organizations, groups, and committees to the teacher's satisfaction. e.g. efficiency, total participation, enjoyment, more personal attention, etc.

507

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 31 - Participates in the planning and carrying out of organized group activities.

Community to plan a class activity, the  
size the activity and carry out his  
the teacher's satisfaction.

When going on field trips give individual students  
responsibility for planning particular segments of the  
trip. For example if going on a picnic, let one student p  
and organize the food, one plan and organize games or othe  
recreation, one plan clean-up duties, etc.  
Have students take responsibility for planning class parties  
bulletin boards, craft projects, cooking projects, etc.

Community - 32 - Knows the reasons for organizations, committees, and other groups.

State at least three reasons for  
groups, and committees to the teacher's  
efficiency, total participation, enjoy-  
ment, etc.

507

508



Senior High School and Community - 33 - Is able to choose friends wisely and keep them

SS33.1 Given the opportunity to choose friends, the student will make "Wise" choice based on teacher's judgement.

SS33.2 Having chosen a friend or friends, the student will state at least two positive reasons for continuing the friendships to the teacher's satisfaction.

SS33.3 The student will state two ways to keep friends to the teacher's satisfaction.

Senior High School and Community - 34 - Makes and accepts apologies graciously

SS34.1 In simulated situations, the student will make or accept an apology at the appropriate time doing so courteously and graciously to the teacher's satisfaction 100% of the time.

SS34.2 In real situations requiring making of accepting apologies, the student will do so graciously without being reminded, 80% of the time observed by the teacher.

589

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 33 - Is able to choose friends wisely and keep them

unity to choose friends, the student  
based on teacher's judgement.

friend or friends, the student will  
give reasons for continuing the  
teacher's satisfaction.

state two ways to keep friends to the

Community - 34 - Makes and accepts apologies graciously

situations, the student will make or accept  
appropriate time doing so courteously and  
teacher's satisfaction 100% of the time.

situations requiring making of accepting apologies,  
graciously without being reminded,  
initiated by the teacher.

579

579

Senior High School<sup>2</sup> and Community - 35 - Knows where and how to obtain various services

SS35.1 Given 10 simulated situations in which the student must obtain service (e.g. electricity, phone, fuel, water, sewage, hospital, police, fire, legal advice, automotive, etc.), he will complete 8 of the simulated procedures with 100% accuracy.

Incorporate this into a problem situations on car and using the telephone service.

571

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

d Community - 35 - Knows where and how to obtain various services

ated situations in which the student must  
electricity, phone, fuel, water, sewage,  
e, legal advice, automotive, etc.), he  
e simulated procedures with 100% accuracy.

Incorporate this into a telephone activity. Write  
problem situations on cards. Have students draw a card  
and using the telephone directory, call the appropriate  
service.

5/1

5/1 (

Senior High School and Community - 36 - Knows procedures of traveling by public transportation

SS36.1 The student will state the local public transportation available in his community and describe how to use it with 100% accuracy.

Collect actual bus, train  
them up if actual ones are  
student the task of planning  
must go and what time he

SS36.2 Given a simulated situation requiring long distance transportation, the student will plan the trip by any convenient means of transportation including figuring the cost, to the teacher's satisfaction.

Senior High School and Community - 37 - Demonstrates independent ability for planning and traveling, emphasizing private vehicle

SS37.1 Given real or simulated situations in which he must be transported (e.g. going to work, attending a community function, etc.), the student will describe the most realistic and economic way of traveling to the teacher's satisfaction.

SS37.2 Given situations in which he needs to transport goods (groceries, moving furniture, etc.), the student will describe the most realistic and economical means for transporting his goods to the teacher's satisfaction.

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 36 - Knows procedures of traveling by public transportation

state the local public transportation  
ity and describe how to use it with

Collect actual bus, train, and airplane schedules. Make  
them up if actual ones are not available. Give each  
student the task of planning a trip. Tell him where he  
must go and what time he must be there.

ed situation requiring long distance  
dent will plan the trip by any  
nsportation including figuring the  
satisfaction.

Community - 37 - Demonstrates independent ability for planning and transporting self and goods  
emphasizing private vehicle

ulated situations in which he must be  
g to work, attending a community function,  
l describe the most realistic and economic  
e teacher's satisfaction.

s in which he needs to transport goods  
niture, etc.), the student will describe  
economical means for transporting his  
satisfaction.

573

572

Senior High School and Community - 38 - Understands the basic purpose and functions of local, government and the method of selecting public officials

SS38.1 The student can state at least two purposes and/or functions each of local, state, and federal government to the teacher's satisfaction.

SS38.2 At the time of an actual local, state, or national election, the student will name the candidates for each office with 100% accuracy.

Review why government is needed that are too big and costly. it makes decisions that affect. Make a bulletin board at election time (from newspapers) of the candidates seeking, whether the office is for etc. Have students bring in clippings. As the election is finished, put it in a class scrapbook.

Fearon, Young American Series  
In Your County, Know Your

575

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOLL AND COMMUNITY

Community - 38 - Understands the basic purpose and functions of local, state, and federal government and the method of selecting public officials

state at least two purposes and/or  
state, and federal government to  
on.

an actual local, state, or national  
all name the candidates for each office

Review why government is necessary i.e. it performs serv  
that are too big and costly for individuals to perform,  
it makes decisions that affect all people, etc.  
Make a bulletin board at election time showing pictures  
(from newspapers) of the candidates, what office they are  
seeking, whether the office is local, state, or federal,  
etc. Have students bring in clippings to add to the display  
As the election is finished take down display and include  
it in a class scrapbook. (See Appendix B)

Fearon, Young American Series, In your State,  
In Your County, Know Your Rights

575

575



Senior High School and Community - 39 - Knows the duties performed by public officials

SS39.1 The student will state one duty performed by six local public officials with 100% accuracy. e.g. school superintendent, sheriff, city commissioner and/or mayor, tax collector, county commissioner, school board, judge, court clerk.

During election time, discuss that is under contention. talk to the class about the on the visit in the scrapbook

SS39.2 The student will state one duty performed by 3 state public officials with 100% accuracy.

Fearon, Young American Series  
In Your County, Know Your

SS39.3 The student will state one duty performed by 3 national public officials with 100% accuracy.

577

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 39 - Knows the duties performed by public officials

State one duty performed by six local  
100% accuracy. e.g. school superinten-  
tendent and/or mayor, tax collector,  
school board, judge, court clerk.

During election time, discuss the duties of each office  
that is under contention. Invite local officials to  
talk to the class about their duties. Include a report  
on the visit in the scrapbook. (See Appendix B)

State one duty performed by 3 state  
100% accuracy.

Fearon, Young American Series, In Your State,  
In Your County, Know Your Rights ✓

State one duty performed by 3 national  
100% accuracy.

577

578

Senior High School and Community - 40 - Understands the rights and responsibilities of citizens

SS40.1 The student will state two voter qualifications with 100% accuracy. e.g. 18 years old, resident of state.

Foster the atmosphere in the act of voting is respected students vote on matters of Be sure there is some action

SS40.2 The student will state two characteristics of a "good" or "bad" citizen to the teacher's satisfaction.

Fearon, Young American Ser Know Your Rights

SS40.3 The student will explain to the teacher's satisfaction how voting is both a right and a responsibility.

579

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 40 - Understands the rights and responsibilities of citizens, including voting

state two voter qualifications with years old, resident of state.

Foster the atmosphere in the classroom in which the act of voting is respected and enjoyed by letting students vote on matters of particular interest to them. Be sure there is some action as a result of the vote.

state two characteristics of a "good" teacher's satisfaction.

-----  
Fearon, Young American Series, In your State, In Your Community  
Know Your Rights

explain to the teacher's satisfaction what and a responsibility.

579

580

Senior High School and Community - 41 - Can assume a role of authority when the situation demands

SR41.1 Placed in a hypothetical situation such as care of children, teaching a new employee what needs to be done, etc., the student will exhibit the necessary degree of authority to the teacher's satisfaction.

Senior High School and Community - 42 - Recognizes and understands his cultural background

SS42.1 Given several examples of cultural practices, the student will identify the one most closely associated with his own, to the teacher's satisfaction.

See the Junior High level

SS42.2 Given several examples of different cultural practices, the student will explain to the teacher's satisfaction why these differences may occur, e.g. differences in foods due to different agricultural products, differences in dress due to occupation and weather, etc.

581

58

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 41 - Can assume a role of authority when the situation demands it

othetical situation such as care of  
w employee what needs to be done,  
exhibit the necessary degree of  
f's satisfaction.

Community - 42 - Recognizes and understands his cultural background

amples of cultural practices, the  
he one most closely associated with  
's satisfaction.

See the Junior High level for ideas in this area.

amples of different cultural practices,  
n to the teacher's satisfaction why,  
cur, e.g. differences in foods due to  
products, differences in dress due to  
etc.

582

531

Senior High School and Community - 43 - Has a working knowledge of the community in which he  
importance of keeping his home and the community pro

SS43.1 Given a list of businesses and services, the student  
will state which are available in his community with 90%  
accuracy.

SS43.2 The student will correctly state one positive reason  
for keeping his home and community properly maintained.

583

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 43 -- Has a working knowledge of the community in which he lives, understands the importance of keeping his home and the community properly maintained

businesses and services, the student  
available in his community with 90%.

correctly state one positive reason  
community properly maintained.

583

583



Senior High School and Community - 44 - Knows physical geography of community with respect to

SS44.1 Given maps of the county, state, and nation, the student will correctly identify each with 100% accuracy.

Display a world map, U.S. map and a city map. Laminate them and point out important places. planning trips, map reading

SS44.2 Given a map of the world, the student will identify the U.S. with 100% accuracy.

SS44.3 Given a map of the U.S., the student will identify Florida with 100% accuracy.

SS44.4 Given a map of Florida, the student will identify his county with 100% accuracy.

SS44.5 Given a map of Florida, the student will identify his community with 100% accuracy.

585

586

community - 44 - Knows physical geography of community with respect to county, state and nation.

county, state, and nation, the  
identify each with 100% accuracy.

Display a world map, U.S. map, Florida map, a county map,  
and a city map. Laminate them if possible. Have students  
point out important places. These maps are also good for  
planning trips, map reading skills, etc.

the world, the student will identify the

the U.S., the student will identify  
city.

Florida, the student will identify his

Florida, the student will identify his  
accuracy.

585

586

Senior High School and Community - 45 - Knows proper emergency procedures for fire, storm, accidents, heavy construction, machinery accidents

SS45.1 Given real or simulated emergency situations, the student will state to the satisfaction of the teacher the emergency procedures for fire, storm, civil defense, farm accidents heavy construction, machinery accidents and accidents in the home.

Senior High School and Community - 46 - Develops the ability to percieve danger in situation

SS46.1 Given a variety of simulated situations in which danger is imminent, the student will state the impending disaster and means to avoid it or lessen its damage to the teacher's satisfaction. e.g. hurrican warning; impending conditions; unsafe behavior around water, machinery, sharp instruments, etc.

58

SOCIAL COMPETENCIES  
SENIOR HIGH  
SCHOOL AND COMMUNITY

Community - 45 - Knows proper emergency procedures for fire, storm, civil defense, farm accidents, heavy construction, machinery accidents

ulated emergency situations, the  
he satisfaction of the teacher the  
r fire, storm, civil defense, farm  
ction, machinery accidents and

Community - 46 - Develops the ability to percieve danger in situations

of simulated situations in which  
student will state the impending  
void it or lessen its damage to the  
e.g. hurrican warning; impending  
rior around water, machinery, sharp

587

588

PHYSICAL SKILLS

589

GOAL

Upon completion of the EMR program the learner shall demonstrate a level of physical maximum physical involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

The EMR learner will demonstrate a knowledge of his body's function and will maintain order to meet his personal, social, and vocational requirements.

Senior High Physical - 1 - Understands the major body parts and functions of a mature body

SP1.1 The student will describe the functions of the major parts of the body, e.g., the heart pumps blood, the bones provide support, the lungs are for respiration, the muscles provide control, stomach and intestines provide digestion, and reproductive organs are for the purpose of reproducing, etc., to the teacher's satisfaction.

Point out body parts on picture  
imagine what would happen if  
(e.g., compare to an animal w

-----  
Fearon: Boys and Girls Growing  
SVE: Human Physiology Series  
Hubbard: Me Now

Senior High Physical - 2 - Evidences a sufficient degree of physical fitness necessary to m  
emergency situations at work and at home.

SP2.1 The student will participate in normal school activities, including sports and games without excessive fatigue to the teacher's satisfaction.

Observe and have physical edu  
student appears to become over  
diet, rest, and exercise; and

530

GOAL

of the EMR program the learner shall demonstrate a level of physical fitness that will allow for involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

will demonstrate a knowledge of his body's function and will maintain adequate physical fitness in personal, social, and vocational requirements.

1 - Understands the major body parts and functions of a mature body.

1.1 describe the functions of the body. e.g., the heart pumps blood, the lungs are for respiration, the stomach and intestines provide digestive organs are for the purpose of the teacher's satisfaction.

Point out body parts on pictures or diagrams. Have student imagine what would happen if we did not have these parts (e.g., compare to an animal without a backbone)

-----  
Fearon: Boys and Girls Growing Up  
SVE: Human Physiology Series  
Hubbard: Me Now.

2.2 Evidences a sufficient degree of physical fitness necessary to meet daily requirements and emergency situations at work and at home.

participate in normal school sports and games without excessive teacher's satisfaction.

Observe and have physical education teacher observe. If student appears to become over fatigued, work with him on diet, rest, and exercise; and encourage medical check-up.

530

530

Senior High Physical - 3 - Maintains good posture

SP3.1. The student will continue to maintain good posture to the teacher's satisfaction, while standing, walking, or sitting.

Take photographs of students  
Compare with illustrations of  
exercises to improve posture  
(for suggested exercises)

Senior High Physical - 4 - Demonstrates proficiency in motor skills particular to s. . . .

SP4.1 The student will demonstrate proficiency in motor skills required for one specific vocation to the teacher's satisfaction. See Appendix D.

Do task analyses for job activities  
student's general characteristics  
student while doing these activities  
skills needing further refinement  
related to the job activities

59

59



PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
BODY USE AND FUNCTION

3 - Maintains good posture

11 continue to maintain good posture's satisfaction, while standing,

Take photographs of students while sitting and standing. Compare with illustrations of correct posture. Do quick exercises to improve posture (see Physical Education Manual for suggested exercises)

4 - Demonstrates proficiency in motor skills particular to specific vocation

11 demonstrate proficiency in motor skills at least one specific vocation to the student. See Appendix D.

Do task analyses for job activities which appear to meet the student's general characteristics and interests. Observe the student while doing these activities to determine specific skills needing further refinement. Select activities closely related to the job activity to develop these skills.

59

59

PH  
SE  
LE

TERMINAL OBJECTIVE

The EIR learner will demonstrate proficiency in the recreational skills of arts and crafts, organized sports such that he may make profitable use of leisure time.

SP5.1 The student will state the following information about 5 different sports: (1) a general description or objective of the sport, (2) the number of players or teams, (3) the method of scoring, (4) some of the major or most common rules of the sport (two to five rules depending upon the sport)

SP5.2 Following observation of a sport, the student will demonstrate some understanding of the sport by participating in a discussion of the game or match to the teacher's satisfaction.

SP5.3 Following nationally or internationally known competitions (college bowl games, major league baseball, football, or basketball games, professional or amateur tennis matches, major auto races, etc.), the student will name the winner and state the score or time of 5 such competitions using the newspaper if needed.

SP5.4 During actual participation in sports at school, the student will have sufficient understanding of at least five sports so that he can play without disrupting the game to the teacher's satisfaction.

Combine with current events and stories of famous athletes. Use television, and newspapers. Make scrapbooks, bulletin boards. Use description, objective, number of players, rules, well known professional players, clippings from the newspapers. Use sport related words for sports on game boards, etc. Use sport related numbers for players on teams, prices of tickets. Keep a large chart of students' knowledge of sports, major league baseball, opponents and results. Have students listen to radio for latest scores. Have students knowledgeable in sports to help other students learn in season. e.g. for football, make cards with yard and goal lines; make cards with (use different colors for kick

TERMINAL OBJECTIVE

emonstrate proficiency in the recreational skills of arts and crafts, drama, games, and that he may make profitable use of leisure time.

1 state the following information  
ts: (1) a general description or  
, (2) the number of players or teams,  
ing, (4) some of the major or most  
ort (two to five rules depending

vation of a sport, the student will  
standing of the sport by partici-  
of the game or match to the

nally or internationally known  
bowl games, major league baseball,  
l games, professional or amateur  
auto races, etc.), the student  
nd state the score or time of 5  
g the newspaper if needed.

articipation in sports at school,  
sufficient understanding of at least  
can play without disrupting the  
satisfaction.

Combine with current events and language activities. Read stories of famous athletes. Follow some sports on radio, television, and newspapers. Write letters to famous athletes. Make scrapbooks, bulletin board displays of sports including description, objective, number of players, method of scoring, rules, well known professional and amateur athletes' pictures clippings from the newspapers about the sport, etc.

Use sport related words for spelling, crossword puzzles, word on game boards, etc.

Use sport related numbers for mathematics (scoring, number of players on teams, prices of tickets, timing of game, etc.).

Keep a large chart of students' favorite sports (school sports, major league baseball, football, etc.) showing the opponents and results. Have students check newspapers and listen to radio for latest scores.

Have students knowledgeable in a sport help make a game board to help other students learn the sport. Play the games in season. e.g. for football, mark the board off in yardline and goal lines; make cards with various plays written on them (use different colors for kickoff, downs and fieldgoal attempt

501

Senior High Physical - 6 - Has adequate knowledge and competence in the arts to use them as

SP6.1 The student will name 10 popular recordings.

SP6.2 The student will name 10 popular T.V. programs.

SP6.3 The student will name 10 popular recording artists.

SP6.4 The student will name 10 popular actors and/or actresses.

SP6.5 The student will identify by title and artist 5 paintings or pieces of sculpture.

SP6.6 Following instruction on popular musical instruments and their sounds, and given ten recordings in which one instrument is outstanding, the student will identify that instrument for at least 8 recordings.

SP6.7 After discussing components of musical recordings, the student will state or describe what he likes most about five of his favorite recordings to the teacher's satisfaction. e.g. the tune, rhythm, lyrics, style of the artist, etc.

SP6.8 After discussing components of movies and T.V. programs, the student will state or describe the component or components other than the story itself which enhanced his enjoyment of three T.V. programs or movies. e.g., method or skill of actor, musical or sound effects, set design, photography, etc.

Develop a resource unit around get across the idea that there unit could include objectives for curriculum; language, mathematics. Obtain lists from radio station students make their own class 1 recording artists, T.V. program Have students help make up a book (Life) in which players start out help students prepare a dramatic (another objective) including projects, etc., and video tape if possible. When students discuss movies and ask them about the components of to popular recordings paying attention. Provide opportunities to experiment. Take students on a field trip to or an arts festival (e.g., Sante examine various arts. Then encourage own mini-arts festival. This could most interest the students: music, photography, needlework, etc.

Note: These objectives are meant for different art forms. As a student or more particular forms, the teacher expand his knowledge and skill in call on the expertise of other teachers, teacher, drama coach, etc. - to enrolling in a class or by providing the necessary knowledge and resources.

PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
LEISURE TIME

6 - Has adequate knowledge and competence in the arts to use them as leisure time activities

1 name 10 popular recordings.

1 name 10 popular T.V. programs.

1 name 10 popular recording artists.

1 name 10 popular actors and/or

identify by title and artist 5 sculpture.

ction on popular musical instru-  
and given ten recordings in  
outstanding; the student will  
t for at least 8 recordings.

components of musical recordings,  
or describe what he likes most  
ite recordings to the teacher's  
e tune, rhythm, lyrics, style of

components of movies and T.V.  
ill state or describe the  
other than the story itself  
f three T.V. programs  
ill of actor, musical  
photography, etc.

Develop a resource unit around art and artists in order to get across the idea that there are many types of art. This unit could include objectives from all general areas of the curriculum; language, mathematics, vocational, and social. Obtain lists from radio stations of top ten records and have students make their own class list of the top ten records, recording artists, T.V. programs, actors, etc. Have students help make up a board game (perhaps similar to Life) in which players start out as different kinds of artists. Help students prepare a dramatization (could be related to another objective) including props, background music, costumes etc., and video tape if possible.

When students discuss movies and T.V. programs they've seen, ask them about the components other than story line. Listen to popular recordings paying attention to the different components.

Provide opportunities to experiment with various art forms. Take students on a field trip to an arts and crafts exhibit or an arts festival (e.g. Sante Fe Spring Arts Festival) to examine various arts. Then encourage students to put on their own mini-arts festival. This could include whatever art forms most interest the students: music, dramatizations, painting, photography, needlework, etc.

Note: These objectives are meant to expose students to the different art forms. As a student develops interest in one or more particular forms, the teacher should work with him to expand his knowledge and skill in that area. The teacher can call on the expertise of other teachers - art teacher, music teacher, drama coach, etc. - to help the student either by enrolling in a class or by providing the regular teacher with the necessary knowledge and resources to help the student.

397

SP6.9 Following discussion of subject, style, and color in paintings, and shown five paintings, the student will state which he likes best and why he likes it to the satisfaction of the teacher

SP6.10 Given the opportunity to experiment with several musical instruments, and given instruction in playing one or more, the student will play at least one simple tune on a melody instrument either by rote or by reading regular or transcribed music (such as colors or numbers).

SP6.11 Given a popular recording and asked to accompany it in some way, the student will accompany the record through singing, dancing, rhythmic activities, rhythm or percussion instruments, or a melodic instrument to the satisfaction of the teacher.

SP6.12 After experimenting with a wide variety of arts and crafts (drawing and painting, sculpture, weaving, macrame, embroidery, ceramics, woodcraft, leather craft, photography, scrap craft, enameling, knitting, crocheting, decoupage, etc.), the student will complete at least five items with the help of the teacher during the school year.

SP6.13 After experimenting with a wide variety of arts and crafts, the student will become proficient enough in at least one form to enable him to undertake projects on his own as evidenced by independent completion of at least one project during each school year.

SVE: Art of Africa series, (slides)  
Middle Grades series (filmstrips)  
American Folk Music series (filmstrips)  
Music in America (filmstrips)  
Africa (records/cassettes)  
and Folk Songs (records/cassettes)  
Educational Activities: Jazz (records)  
Black People Sang (records)  
(filmstrips); The Evolution of  
Honor Your Partner (records)  
Dances (records); Couple

Free or inexpensive leaflets and  
may be obtained from many  
Soap Sculpture Committee,  
York, 10014 (soap sculpture  
of America, 1115 5th Ave.,  
for making comb case, book  
2039 W. Lewis Ave., Phoenix  
clay projects); Barry Proctor,  
60613 (Chenille Kraft ideas)  
tional Mail Department, I  
(free leaflets: Creative

Imperial: Indian Crafts of the



ussion of subject, style, and color  
wn five paintings, the student will  
best and why he likes it to the  
teacher

portunity to experiment with several  
and given instruction in playing  
ent will play at least one simple  
ament either by rote or by  
nscribed music (such as colors

or recording and asked to accompany  
udent will accompany the record  
ng, rhythmic activities, rhythm  
nts, or a melodic instrument to the  
acher.

nting with a wide variety of art  
d painting, sculpture, weaving,  
ceramics, woodcraft, leather craft,  
ft, enameling, knitting, crocheting,  
student will complete at least  
p of the teacher during the school

nting with a wide variety of arts  
will become proficient enough  
enable him to undertake projects  
by independent completion of at  
g each school year.

SVE: Art of Africa series (slides); Art Activities for  
Middle Grades series (filmstrips); Our Heritage of  
American Folk Music series (filmstrips); Black Folk  
Music in America (filmstrips); Folk Songs of South  
Africa (records/cassettes); Treasure of American Ballads  
and Folk Songs (records/cassettes)

Educational Activities: Jazz Greats (filmstrips); Songs the  
Black People Sang (record); Introducing Art Techniques  
(filmstrips); The Evolution of Modern Art (Slides);  
Honor Your Partner (records for square dancing); Folk  
Dances (records); Couple Dances and Mixers (records)

Free or inexpensive leaflets and booklets for craft projects  
may be obtained from many companies such as: National  
Soap Sculpture Committee, 421 Hudson Street, New York, Ne  
York, 10014 (soap sculpture booklet); Leather Industries  
of America, 411 5th Ave., New York, N.Y. 10016 (direction  
for making comb case, bookmark); American Art Clay Co.  
2039 W. Lewis Ave., Phoenix, Arizona 85009 (ideas on  
clay projects); Barry Products Company, Chicago, Illinois  
60613 (Chenille Kraft ideas); Coats & Clark Inc., Educa-  
tional Mail Department, P.O. Box 383, Fair Lawn, N. J.  
(free leaflets: Creative Stitchery; ABC of Embroidery)

Imperial: Indian Crafts of the Southwest (filmstrips and recor

SP6.14 Given a daily or weekly schedule which includes leisure time and asked to list what he would do during that time, the student will include at least one form of art either as an observer (other than or in addition to T.V.) or as a performer or creator. e.g. attending a movie or concert, listening to records, dancing, painting, knitting, etc.

Senior High Physical - 7 - Identifies the types of activities available to him in the community for worthwhile use of leisure time

SP7.1 The student will list at least 3 worthwhile uses of leisure time available in the community, to the teacher's satisfaction.

SP7.2 Given a list of at least 10 leisure time activities including spectator sports, participation sports, artistic endeavors, etc., the student will use previous knowledge, newspaper ads, teacher made charts, etc. to determine the cost of each.

Contact local organizations, school education director, etc. and list upcoming events. Combine these with newspaper ads, and radio ads to include the price of admission.

Eye Gate: Leisure Time: Busy (or record)

6.20

6



PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
LEISURE TIME

y or weekly schedule which includes  
ed to list what he would do during  
nt will include at least one form  
observer (other than or in addi-  
a performer or creator. e.g.  
concert, listening to records,  
hitting, etc.

- 7 - Identifies the types of activities available to him in the community and at home for  
worthwhile use of leisure time

ill list at least 3 worthwhile uses  
able in the community, to the  
on.

of at least 10 leisure time activities  
sports, participation sports, artistic  
student will use previous knowledge,  
er made charts, etc. to determine

Contact local organizations, school clubs, school community  
education director, etc. and ask to receive notices of  
upcoming events. Combine these with school sports calendar  
newspaper ads, and radio ads to maintain a calendar of events  
Include the price of admission, if any, the time, place, etc.

Eye Gate: Leisure Time: Busy or Bored? (filmstrips and cassette  
or record)

630

61

TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health and

Senior High Physical - 8<sup>th</sup> - Observes safety rules on the job

SP8.1- Given five jobs he might one day have, the student will state the major safety factors associated with that job to the teacher's satisfaction.

SP8.2 During on the job training, the student will observe all safety rules pertinent to his job to the teacher's or supervisor's satisfaction.

Correlate with vocational area.  
When visiting job sites or have  
discuss safety factors as well  
Name a safety factor (e.g. ca  
students name all the jobs th  
be an important factor.

FR: On the Job - Keeping Safe

602

602

TERMINAL OBJECTIVE

identify and interpret environmental signs pertinent to his health and safety.

- 8 - Observes safety rules on the job

As he might one day have, the student  
safety factors associated with that  
satisfaction.

job training, the student will observe  
pertinent to his job to the teacher's  
satisfaction.

Correlate with vocational area.

When visiting job sites or having employers visit classroom  
discuss safety factors as well as requirements, benefits, etc.  
Name a safety factor (e.g. care with sharp objects) and have  
students name all the jobs they can think of where that would  
be an important factor.

FR: On the Job - Keeping Safe at Work

602

613

Senior High Physical - 9 - Practices the rules of safe driving and highway safety.

SP9.1 During class trips, on the way to and from school on the bus or in a car, the student will observe rules of safety as they pertain to passengers, as observed by and to the satisfaction of the teacher or other adult supervisor.

SP9.2 The student will describe to the teacher's satisfaction the purpose of traffic rules and laws. e.g. to protect those using the roads.

SP9.3 Given newspaper or oral descriptions of highway accidents due to illegal or unsafe driving, the student will state to the teacher's satisfaction how that accident could have been avoided.

SP9.4 Those students who have the necessary physical, mental, emotional, and decision making capabilities according to the best judgement of the EMR teachers, driver education teachers and other professional personnel as deemed necessary (e.g. doctor, psychologist, guidance counselor, etc.) shall successfully complete the drivers education course and obtain their Florida Drivers License during their senior high school years.

Use everyday situations involving  
reinforce safe passenger practices  
Invite a member of the Florida  
class and/or demonstrate how  
Ask them to describe how certain  
avoided.

-----  
New Readers Press: Be Informed  
Fearon: Building Safe Driving  
FR: Getting Ready to Drive; I  
(book and filmstrips)  
McGraw Hill: Driver Education

PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

- 9 - Practices the rules of safe driving and highway safety

trips, on the way to and from school  
ar, the student will observe rules  
tain to passengers, as observed by  
on of the teacher or other adult

ll describe to the teacher's  
ose of traffic rules and laws.  
using the roads.

r or oral descriptions of highway  
gal or unsafe driving, the student  
cher's satisfaction how that  
een avoided.

who have the necessary physical,  
d decision making capabilities  
judgement of the EMR teachers,  
ners and other professional  
ecessary (e.g. doctor, psycholo-  
lor, etc.) shall successfully  
education course and obtain their  
se during their senior high school

Use everyday situations involving traveling to observe and  
reinforce safe passenger practices.  
Invite a member of the Florida Highway Patrol to visit the  
class and/or demonstrate how they enforce traffic laws.  
Ask them to describe how certain accidents could have been  
avoided.

-----  
New Readers Press: Be Informed, Unit 3, Owning an Auto  
Fearon: Building Safe Driving Skills  
FR: Getting Ready to Drive; Know Your Signs Book I and II  
(book and filmstrips)  
McGraw Hill: Driver Education Series (filmstrips).

Senior High Physical - 10 - Maintains vehicles, appliances, tools, machinery, and home in

SP10.1 The student will maintain school property in good condition, to the teacher's satisfaction.

SP10.2 During on the job training, the student will maintain tools, appliances, and machinery in good condition to the supervisor's satisfaction.

SP10.3 Those students who have motor vehicles will maintain them in good and safe condition as observed by and to the satisfaction of the teacher.

Observe students in school and safe care of materials and equipment. Correlate with vocational and social area (caring for things) (the cost of replacing materials, economic cost of accidents).

Scott, Foresman & Co.: Let's New Readers Press: Be Informed Eye Gate: Car Care for Safety

Senior High Physical - 11 - Knows fire laws, fire extinguisher use, chemical extinction of

SP11.1 The student will, with limited prompting, name 10 rules of fire prevention. e.g. do not overload circuits, do not use frayed or broken wires, do not leave dirty material to sit, have water near open fires, extinguish fires carefully, use open fires only when conditions permit, keep curtains away from stove, do not leave matches in children's reach, break matches before discarding, do not throw cigarettes out of windows, read and follow fire hazard warnings on labels, etc.

SP11.2 In actual or simulated situations, the student will demonstrate how to extinguish a grease fire on a stove, an electrical fire, an open fire, and how to use a fire extinguisher to the teacher's satisfaction.

Fast Thinking Exercise: Have to prevent fire that they can. Have a fireman visit the class. fire extinction. Have him demonstrate. When students mention a fire hood or on T.V. or radio, discuss prevented.

Eye Gate: Fire and Fire Prevention

PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

- 10 - Maintains vehicles, appliances, tools, machinery, and home in good repair

will maintain school property in good teacher's satisfaction.

job training, the student will appliances, and machinery in good condition's satisfaction.

students who have motor vehicles will maintain safe condition as observed by and to the teacher.

Observe students in school and on the job to reinforce safe care of materials and equipment.  
Correlate with vocational area (caring for things on the job), social area (caring for things at home), and consumerism (the cost of replacing materials and equipment, and the economic cost of accidents).

Scott, Foresman & Co.: Let's Drive Right, chs. 7 & 21  
New Readers Press: Be Informed, Unit 3 - Owning an Auto  
Eye Gate: Car Care for Safety (filmstrips)

- 11 - Knows fire laws, fire extinguisher use, chemical extinction or fires

will, with limited prompting, name 10 fire hazards. e.g. do not overload circuits, broken wires, do not leave dirty water near open fires, extinguish open fires only when conditions are safe, away from stove, do not leave matches, break matches before discarding cigarettes out of windows, read warnings on labels, etc.

in simulated situations, the student will be able to extinguish a grease fire on a stove, an open fire, and how to use a fire extinguisher to the teacher's satisfaction.

Fast Thinking Exercise: Have students think of all the ways to prevent fire that they can within a given time.  
Have a fireman visit the class to discuss fire prevention and fire extinction. Have him demonstrate fire extinguishers.  
When students mention a fire they heard about in the neighborhood or on T.V. or radio, discuss how it might have been prevented.

Eye Gate: Fire and Fire Prevention (filmstrips and cassette)

607

606

Senior High Physical 4 12 Knows and uses safe practices at home

SP12.1 The student will, with limited prompting, state 10 safety measures he knows and practices in the home. e.g. keep poisons and medicines in plainly marked containers and out of reach of children; keep knives, tools, glass, hot water, matches, out of children's reach; keep electrical equipment and cords in good condition; avoid using gas or flammable fluids indoors; keep weapons out of reach of children and keep unloaded; use ladder for reaching high objects; practice caution when using power tools; lighting stair ways; not starting a car in a closed garage; avoid leaving children unattended; keep plastic away from children; etc.

SP12.2 Shown a film or filmstrip in which safety measures are not practiced, the student will state the unsafe practice and give its remedy to the satisfaction of the teacher.

Have students make a booklet  
Type and duplicate the booklet  
the booklet to families, friends  
When students mention a home  
neighborhood, or which they have  
media, discuss how it could help

-----  
Fearon: Young American Series

Write to insurance companies  
on home safety.

6 18



PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

- 12 - Knows and uses safe practices at home

all, with limited prompting, state 10  
ows and practices in the home. e.g.  
cines in plainly marked containers  
children; keep knives, tools, glass,  
at of children's reach; keep electri-  
ds in good condition; avoid using  
s indoors; keep weapons out of reach  
unloaded; use ladder for reaching  
e caution when using power tools;  
not starting a car in a closed  
children unattended; keep plastic,  
tc.

Have students make a booklet describing safe home practices.  
Type and duplicate the booklet. Have students distribute  
the booklet to families, friends, neighbors. ✓  
When students mention a home accident which occurred in the  
neighborhood, or which they heard about through the news  
media, discuss how it could have been avoided

-----  
Fearon: Young American Series, In Your Family

Write to insurance companies for free or inexpensive brochur  
on home safety.

or filmstrip in which safety measures  
e student will state the unsafe  
remedy to the satisfaction of the

618

619

SP13.1 Given a situation which may be safe for a teenager or adult, the student will state how that same situation could prove a hazard for a baby or child to the teacher's satisfaction. e.g. water (indoors and out), plastic, tools, cars, changes in weather, exposure to disease, etc.

SP13.2 After reviewing stories, pictures, or films which depict family home life, the student will state how a situation could have proven hazardous for a child if safety measures had been ignored, to the teacher's satisfaction.

Ask students to name some things they can do, that their younger siblings can do, that their younger siblings can't do. Have the students tell why these things are dangerous. Bring in the different types of adults and ask students why they are dangerous. Have students contribute ideas for a book to include activities with children, ways to ensure safety of children.

6.0

- 13 - Understands hazards to which babies and children are exposed

tion which may be safe for a teenager will state how that same situation for a baby or child to the teacher's ter (indoors and out), plastic, in weather, exposure to disease, etc.

ng stories, pictures, or films which fe, the student will state how a proven hazardous for a child if een ignored, to the teacher's

Ask students to name some things that they are allowed to do or can do, that their younger brothers or sisters cannot do. Have the students tell why the younger children cannot do the things. Bring in the difference in some laws for children and adults and ask students why this is so. Have students contribute ideas to a baby and child activity book to include activities which are safe for babies or children, ways to ensure safety of young children.

6-08

6-11

Senior High Physical - 14 - Knows what to do in case of an emergency and how to give emerg

SP14.1 The student will define or describe the meaning of first aid to the teacher's satisfaction. e.g. any emergency treatment given to an injured or ill person before medical care is available.

Have local Rescue squad demonstrate  
Dramatize a situation, such as  
"victims" and have other stud

SP14.2 Asked what to do in case of a medical emergency, the student will include the following: a) call or have someone call an ambulance immediately, b) stop any serious bleeding, c) give artificial respiration if the person is not breathing, d) do not allow person to stand or sit up until it is safe, e) do not give liquid to an unconscious person, f) keep calm, speak naturally, handle person gently and keep others away.

McGraw Hill: First Aid Series  
Boy Scout and Girl Scout hand  
Eye Gate: First Aid As It Happens  
(cassettes)

SP14.3 Presented with actual or simulated situations, the student will state or demonstrate the appropriate procedure for 12 first aid emergencies. e.g. a) Fracture: send for ambulance, get the person to lie down and remain still, keep him warm and control any bleeding; b) Shock: keep the person warm, place him on his back with head low, loosen clothing, do not move, do not give anything by mouth, call ambulance; c) Breathing stopped: administer artificial respiration. (See Junior High Health and Safety section for other situations).

PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

14 - Knows what to do in case of an emergency and how to give emergency first aid

11 define or describe the meaning of  
er's satisfaction. e.g. any emergency  
injured or ill person before medi-

Have local Rescue squad demonstrate first aid.  
Dramatize a situation, such as a car crash, with several  
"victims" and have other students administer first aid.

do in case of a medical emergency,  
de the following: a) call or  
mbulance immediately, b) stop any  
give artificial respiration if the  
g, d) do not allow person to  
it is safe, e) do not give liquid  
on, f) keep calm, speak naturally,  
nd keep others away.

McGraw Hill: First Aid Series (filmstrips)  
Boy Scout and Girl Scout handbooks  
Eye Gate: First Aid As It Happens (filmstrips and record or  
cassettes)

actual or simulated situations,  
or demonstrate the appropriate  
aid emergencies. e.g. a) Fracture:  
t the person to lie down and re-  
arm and control any bleeding; b)  
warm, place him on his back with  
ing, do not move, do not give any-  
mbulance; c) Breathing stopped:  
respiration. (See Junior High  
on for other situations).

613

613

Senior High Physical - 15 - Recognizes when a child needs medical attention

SP15.1 Following a unit of study on early symptoms of illness, the student will state ten major symptoms of illness. e.g., loss of appetite, irritability, fever, vomiting, chills, headache, sore throat, running nose, sneezing, coughing, diarrhea, restlessness during the day and sleeplessness during the night, fatigue, paleness, etc.

Ask a doctor or nurse to talk about hood diseases and illnesses.  
Have students compare experiences and their illnesses.  
Discuss "normal" irritability and fatigue after an exciting day.  
Discuss importance of immunization.

SP15.2 Given at least 20 situations involving behavior, attitude, complaints, etc. of children, the student will state whether or not medical attention is necessary, to the teacher's satisfaction. e.g. tired after a busy day, tired after a good night sleep, etc.

Imperial: The New Baby series

Senior High Physical - 16 - Knows how various welfare agencies help with medical and health

SP16.1 The student will explain the purpose of welfare agencies to the satisfaction of the teacher.

Have representatives of the various agencies (or have the class visit the agencies) to ask what the services are.  
Make a bulletin board display of the agencies and the services they provide.

SP16.2 The student will name 3 health or welfare agencies and tell what they can do to the satisfaction of the teacher.

Educational Activities: Tommy's story (strip and record)

SP16.3 Given a simulated situation concerning a problem that can be taken care of a welfare or health agency, the student will state where to go for help with 90% accuracy.

614

15 - Recognizes when a child needs medical attention

Unit of study on early symptoms of illness will state ten major symptoms of loss of appetite, irritability, fever, headache, sore throat, running nose, diarrhea, restlessness during the day, during the night, fatigue,

Ask a doctor or nurse to talk to the students about childhood diseases and illnesses.  
Have students compare experiences with younger brothers and sisters and their illnesses.  
Discuss "normal" irritability of children: cutting teeth, fatigue after an exciting day, frustration, etc.  
Discuss importance of immunization.

20. situations involving behavior, etc. of children, the student will recognize when medical attention is necessary, to call for attention. e.g. tired after a busy day, not getting enough sleep, etc.

Imperial: The New Baby series (filmstrips)

16 - knows how various welfare agencies help with medical and health necessities

All explain the purpose of welfare agencies on the suggestion of the teacher.

Have representatives of the various agencies visit the class (or have the class visit the agencies); write to the agencies to ask what the services are.  
Make a bulletin board display showing the name of several agencies and the services they provide.

All name 3 health or welfare agencies and explain how they help to the satisfaction of the community.

Educational Activities: Tommy and His Health Department (filmstrips and record)

Present a simulated situation concerning a problem of a welfare or health agency, the student will be able to go for help with 90% accuracy.

64

615

Senior High Physical - 17 - Follows doctor's directions

SP17.1 The student will follow the directions of the doctor as observed by and to the knowledge of the teacher, e.g. wearing glasses or hearing aids, refraining from strenuous physical activity, keeping to a special diet, etc.

Discuss why we go to doctors, advice, what we should do if right (see another doctor) et a doctor's supervision observe behavior as it relates to the

Senior High Physical - 18 - Knows how to nurse an ill person

SP18.1 When asked what steps should be taken in caring for the sick before the doctor arrives, the student will state the following five steps with 100% accuracy. (1) put the sick person to bed, (2) call the doctor promptly, (3) keep the sick person isolated from others, (4) keep the patient warm and quiet, (5) restrict food temporarily.

Make a chart showing in words a sick person.  
Dramatize a situation in which sick.

SP18.2 The student will describe or demonstrate how to care for a sick or handicapped person including 3 of the following: bathing a bed-ridden person, feeding an invalid, helping a handicapped person up or down from a chair or bed, giving liquid medication or a pill to a sick person, etc.



PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

17 - Follows doctor's directions

Will follow the directions of the doctor and to the knowledge of the teacher. Will wear glasses or hearing aids, refraining from any activity, keeping to a special diet.

Discuss why we go to doctors, why we should follow their advice, what we should do if we do not think the doctor is right (see another doctor) etc. When a student is under a doctor's supervision observe and reinforce appropriate behavior as it relates to the doctor's directions.

18 - Knows how to nurse an ill person

What steps should be taken in caring for a sick person when the doctor arrives, the student will give steps with 100% accuracy. (1) Call the doctor promptly, (2) call the doctor promptly, (3) keep the sick person isolated from others, (4) Keep the sick person quiet, (5) restrict food temporarily.

Make a chart showing in words and pictures how to care for a sick person.

Dramatize a situation in which a member of the family is sick.

Will describe or demonstrate how to care for a handicapped person including 3 of the following: (1) wheel-chair ridden person, feeding an invalid, person up or down from a chair or bed, administration of a pill to a sick person,

Senior High Physical - 19 - Knows the importance of balance between work and rest

SP19.1 When asked how much sleep the average person needs and why, the student will state 7-9 hours are needed in order to function well on the job and at leisure.

Have students describe how they feel after strenuous program of athletes and why.

SP19.2 When asked why it is important to rest after a strenuous activity or jobs, the student will state at least 2 reasons. e.g. the body needs rest for restoring energy, for rebuilding muscles, in order to return to a regular state (normal heart beat, etc.)

Senior High Physical - 20 - Is aware of the symptoms, dangers, and treatment of venereal

SP20.1 The student will name the two most common venereal diseases with 100% accuracy.

Following discussions, films, doctor talk to the class to answer questions. If the doctor also have a representative film to explain their services, and knowing who the infected person

SP20.2 The student will state with 100% accuracy, how venereal diseases spread.

SP20.3 The student will describe the symptoms of venereal disease to the teacher's satisfaction.

Metropolitan Life; Facts You Don't (f) Insurance N.Y. 1001

SP20.4 The student will name two dangers of venereal diseases, to the teacher's satisfaction.

Fearon: Venereal Disease: Ma Imperial: VD: A Health Education SVE: Venereal Disease and You (or cassette)

SP20.5 The student will name two places he can go to be treated for venereal diseases.

New Readers Press: VD: It's Co

- 19 - Knows the importance of balance between work and rest

How much sleep the average person  
student will state 7-9 hours are  
function well on the job and at

Have students describe how they feel with insufficient rest  
or how they feel after strenuous exercise. Discuss training  
program of athletes and why this is stressed.

Why it is important to rest after a  
or jobs, the student will state at  
g. the body needs rest for restoring  
ing muscles, in order to return to a  
heart beat, etc.)

- 20 - Is aware of the symptoms, dangers, and treatment of venereal diseases.

Will name the two most common  
th 100% accuracy.

Following discussions, films, filmstrips about VD, have a  
doctor talk to the class to give additional explanations and  
answer questions. If the doctor is a private practitioner,  
also have a representative from the health department come  
to explain their services, and to explain the need for  
knowing who the infected person has had contact with.

Will state with 100% accuracy, how  
read.

Will describe the symptoms of venereal  
er's satisfaction.

Metropolitan Life: Facts You Should Know About VD But Probably  
Don't (free booklet from Metropolitan Life  
Insurance Company, 1 Madison Ave., New York  
N.Y. 10010).

Will name two dangers of venereal  
er's satisfaction.

Fearon: Venereal Disease: Man Against a Plague.  
Imperial: VD: A Health Education Program (filmstrips)  
SVE: Venereal Disease and Your Health (filmstrip and record  
or cassette)

Will name two places he can go to be  
diseases.

New Readers Press: VD: It Could Happen to You

Senior High Physical - 21 - Knows the dangers of the misuse of drugs

SP21.1 The student will describe the dangers of the use of tobacco and alcohol, to the teacher's satisfaction.

SP21.2 The student will name three ways people often get into the drug habit.

SP21.3 The student will describe the ill effects of 5 different drugs.

SP21.4 Given 20 questions about the proper use and the abuse of drugs with 90% accuracy. Questions may be true and false, fill in, definitions, etc. and may be oral or written.

SP21.5 The student will describe to the teacher's satisfaction, the legal implications of drug abuse.

SP21.6 The student will describe, to the teacher's satisfaction, the meaning of addiction and how addiction can be treated.

Discussions, readings, filmstrips and lawyers.

-----  
New Readers Press: Drugs: Facts  
Xerox: Know About Drugs; Addiction  
Fearon: About Drugs  
SVE: Development of Drugs and  
World; Living in a Drug Culture  
Critical Areas of Health  
Drug Abuse (transparencies)

PHYSICAL SKILLS  
SENIOR HIGH LEVEL  
HEALTH AND SAFETY

21 Knows the dangers of the misuse of drugs

11 describe the dangers of the use  
, to the teacher's satisfaction.

Discussions, readings, filmstrip viewing, talks with doctors  
and lawyers.

11 name three ways people often get

New Readers Press: Drugs: Facts for Decisions  
Xerox: Know About Drugs; Addiction  
Fearon: About Drugs

11 describe the all effects of 5

SVE: Development of Drugs and Their Role; Drugs in Today's  
World; Living in a Drug Culture; Mainline to Nowhere;  
Critical Areas of Health (filmstrips and cassettes);  
Drug Abuse (transparencies)

ions about the proper use and the  
0% accuracy. Questions may be  
n, definitions, etc. and may be

11 describe to the teacher's satis-  
fications of drug use.

11 describe, to the teacher's satis-  
f addiction and how addiction can

60

60

APPENDICES

6

# APPENDIX A

## FUNCTIONAL AND VOCATIONALLY RELATED WORDS

### Part A - Functional Words

add  
address  
age  
beware  
beware of dog  
birthdate  
boil  
boy wanted  
bus  
call physician  
check  
circle  
closed  
combine  
complete  
credit department (dept.)  
cross  
cross here  
cross road  
cup  
cut  
danger  
danger ahead  
date of birth  
deep water  
detour  
divide  
doctor  
do not bend, fold, spindle,  
or mutilate

do not enter  
do not induce vomiting  
do not open  
do not refreeze  
do not take internally  
do not touch  
don't walk  
drive at own risk  
drive at your own risk  
drive slowly  
dry clean only  
down  
dynamite  
elevator  
employment  
end  
entrance  
exit  
explosive  
fill in  
fine for littering  
fire escape  
flammable  
food  
fold  
for external use only  
for rent  
for sale  
found  
fragile

gentleman  
glass  
handle with care  
hand washable  
hands off  
health  
help wanted  
high voltage  
in  
induce vomiting  
keep frozen  
keep in cool place  
keep off  
keep off the grass  
keep right  
laborers wanted  
ladies  
ladies only  
ladies room  
large  
line  
lost  
machine washable  
match  
meat  
medium  
men  
men at work  
men wanted  
mix

multiply  
next door  
nest window  
no admittance  
no fighting  
no left turn  
no loitering  
no parking  
no smoking  
no soliciting  
no trespassing  
one way  
open  
out  
out of order  
parent  
pet  
phone  
poison  
police  
post no bill  
posted  
pour  
private  
prohibited  
push  
rail road cr  
railroad  
refrigerate  
opening

# APPENDIX A

## FUNCTIONAL AND VOCATIONALLY RELATED WORDS

### Part A - Functional Words

do not enter	gentleman	multiply	repair
do not induce vomiting	glass	next door	rest room
do not open	handle with care	nest window	separate
do not refreeze	hand washable	no admittance	sex
do not take internally	hands off	no fighting	shake
do not touch	health	no left turn	shake well before use
don't walk	help wanted	no loitering	sheriff
drive at own risk	high voltage	no parking	size
drive at your own risk	in	no smoking	slow
drive slowly	induce vomiting	no soliciting	small
dry clean only	keep frozen	no trespassing	speed checked by radar
down	keep in cool place	one way	speed limit
dynamite	keep off	open	speed mechanical check
elevator	keep off the grass	out	stir
employment	keep right	out of order	stop
end	laborers wanted	parent	subtract
entrance	ladies	pet	swim at your own risk
exit	ladies only	phone	tablespoon
explosive	ladies room	poison	teaspoon
fill in	large	police	telephone
fine for littering	line	post no bills	this side up
fire escape	lost	posted	toll ahead
flammable	machine washable	pour	twist to open
food	match	private	under construction
fold	meat	prohibited	underline
for external use only	medium	push	wait
for rent	men	rail road crossing	walk
for sale	men at work	railroad	weight
found	men wanted	refrigerate after	wet paint
fragile	mix	opening	



## Part B

### Vocationally Related Words

#### General

ability  
ad  
address  
advance  
advancement  
advertisement  
age  
agency  
aide  
ambitious  
answer  
applicant  
application  
apply  
assist  
beginner  
birthdate  
blank  
boy wanted  
check  
city  
clerical  
clerk  
color of eyes  
complete  
consider  
customer  
date

deduction  
delivery  
do not enter  
do not open  
do not touch  
domestic  
early shift  
education  
educational  
background  
elevator  
emergency  
employee  
employer  
employment  
end  
entrance  
errand  
excellent  
exit  
experience  
factory  
female  
fill in  
fire escape  
flammable  
former  
employer

full time  
future  
general  
gentleman  
grade completed  
handle with care  
hands off  
hearing  
height  
help wanted  
helper  
hobbies  
hours  
in  
inexperienced  
job experiences  
keep off  
ladies  
ladies room  
late shift  
learn  
light  
last in order  
maiden name  
male  
men  
men wanted  
name

necessary  
neighborhood  
newspaper  
next door  
no smoking  
no trespassing  
no vacancy  
office  
open  
opportunity  
ounce  
out  
out of order  
overtime  
parent  
part time  
physical defects  
permanent  
per week  
phone  
please  
poison  
position  
post no bills  
posted  
pound  
preferred  
previous

print  
product  
question  
raise  
reference  
residence  
rest room  
sales la  
salesmen  
sex  
signature  
Social S  
state  
steady  
stop  
tax  
taxes  
telephone  
temporal  
this si  
underlin  
vacant  
vision  
weight  
wet pai  
Zip cod

## Part B

### Vocationally Related Words

#### General

duction  
elivery  
not enter  
not open  
not touch  
omestic  
rly Shift  
ucation  
ucational  
Background  
levator  
mergency  
mployee  
mplier  
mloyment  
nd  
nterace  
rrand  
xcellent  
xit  
xperience  
actory  
emale  
ill in  
ire escape  
lammable  
ormer  
e employer

full time  
future  
general  
gentleman  
grade completed  
handle with care  
hands off  
hearing  
height  
help wanted  
helper  
hobbies  
hours  
in  
inexperienced  
job experiences  
keep off  
ladies  
ladies room  
late shift  
learn  
light  
last in order  
maiden name  
male  
men  
men wanted  
name

necessary  
neighborhood  
newspaper  
next door  
no smoking  
no trespassing  
no vacancy  
office  
open  
opportunity  
ounce  
out  
out of order  
overtime  
parent  
part time  
physical defects  
permanent  
per week  
phone  
please  
poison  
position  
post no bills  
posted  
pound  
preferred  
previous

print  
product  
questions  
raise  
reference  
residence  
rest room  
sales lady  
salesmen  
sex  
signature  
Social Security Number  
state  
steady  
stop  
tax  
taxes  
telephone  
temporary  
this side up  
underline  
vacant  
vision  
weight  
wet paint  
Zip code

## Vocationally Related Words

### Specific Areas

#### AUTO SERVICE

air  
battery  
cable  
gas  
grease  
garbage  
head light  
hoist  
hub cap  
jack  
lubrication  
lugs  
mechanic  
motor  
oil  
pump  
range  
shop  
sparkplugs  
speedometer  
tank  
tire  
wrench

#### CHILD CARE

bath  
bottle  
cruiser  
nap  
powder  
rash

#### COOKING TERMS

bake  
baste  
beat  
blend  
boil  
bone  
braise  
broil  
brown  
chill  
chop  
combine  
cream  
cube  
cut in  
dice  
dissolve  
dat  
dredge  
fold  
fry  
glaze  
grate  
grease  
knead  
marinate  
melt  
mix  
hold  
parbroil  
parboil  
pare

peel  
poach  
preheat  
puree  
roast  
roll  
saute  
scald  
sear  
season  
shred  
sift  
simmer  
slice  
sprinkle  
steep  
stir  
toast  
toss  
unmold  
whip

#### FOOD SERVICE

all-purpose  
bake  
baking soda  
beat  
blend  
boil  
butter  
constantly

flour  
fold  
grams  
heat  
milk  
oleo  
oven  
pre-heat  
powder  
refrigerator  
self-rising  
sift  
spatula  
stir  
thoroughly  
yeast

#### DOMESTIC SERVICE

amonia  
bleach  
broom  
detergent  
downstairs  
dryer  
dust  
furniture  
iron  
laundry  
linens  
nap  
prepare

# Vocationally Related Words

## Specific Areas

### COOKING TERMS

bake  
baste  
beat  
blend  
boil  
bone  
braise  
broil  
brown  
chill  
chop  
combine  
cream  
cube  
cut in  
dice  
dissolve  
dat  
dredge  
fold  
fry  
glaze  
grate  
grease  
knead  
marinate  
melt  
mix  
mold  
panbroil  
parboil  
sauté

peel  
poach  
preheat  
puree  
roast  
roll  
saute  
scald  
sear  
season  
shred  
sift  
simmer  
slice  
sprinkle  
steep  
stir  
toast  
toss  
unmold  
whip

### FOOD SERVICE

all-purpose  
bake  
baking soda  
beat  
blend  
boil  
butter  
caramelize

flour  
fold  
grams  
heat  
milk  
oleo  
oven  
pre-heat  
powder  
refrigerator  
self-rising  
sift  
spatula  
stir  
thoroughly  
yeast

### DOMESTIC SERVICE

amonia  
bleach  
broom  
detergent  
downstairs  
dryer  
dust  
furniture  
iron  
laundry  
linens  
op  
prepare

starch  
towels  
upstairs  
washer

### FARMING

acre  
allotment  
disc  
fertilizer  
harvest  
irrigator  
market  
plant  
planter  
plow  
precedure  
seed  
soil  
yield

### PLUMBING

bathtub  
bolt  
drain  
faucet  
fixtures  
gooseneck  
nut  
pipe thread

septic tank  
sewer  
sink trap  
snake  
washer

### WOOD WORKER

brush  
hammer  
knife  
level  
nails  
paint  
pliers  
putty  
refinish  
remove  
rub  
sand  
scrap  
screw  
screw driver  
T-square  
varnish

## APPENDIX B

### GAMES AND ACTIVITIES

#### Job Profiles

When visiting job sites, give students a standard form for finding out specific information about the job. Include the following information: quitting, sick leave, vacations, fringe benefits, types of jobs offered, union or non-union, type of pay, amount of pay, job skills involved; special safety requirements, etc.

#### Class Scrapbooks

Have students in woodworking class make the covers for class scrapbooks so that standard scrapbook filler will fit. During the year, have students make reports of picnics, class visitations, class visitors, class trips, important current events, etc.

#### Modified Password

Put words on cards that have common antonyms and synonyms. Pick two contestants. Let one contestant draw a card and hand it to the teacher. The teacher gives clues (antonyms or synonyms of the word chosen) alternately to each contestant. Contestants try to guess the word on the card. The word drops in value with each incorrect guess. Words start with 5 points and drop to 1. The first player to get 10 points wins and chooses a new contestant.

#### Prescription Sheets

See Junior High, Appendix B.

#### Price Is Right

See Junior High, Appendix B.

#### Hollywood Squares

See Junior High, Appendix B.

#### Multiplication Squares

See Junior High, Appendix B.

## APPENDIX B

### GAMES AND ACTIVITIES

sites, give students a standard form  
specific information about the job.  
ring information: quitting, sick leave,  
benefits, types of jobs offered, union  
of pay, amount of pay, job skills in-  
fety requirements, etc.

oodworking class make the covers for  
o that standard scrapbook filler will  
ear, have students make reports of,  
itations, class visitors, class trips,  
even, etc.

that five common antonyms and syno-  
ntestants. Let one contestant  
nd it to the teacher. The teacher  
yms (or synonyms of the word chosen)  
n contestant. Contestants try to  
the card. The word drops in value  
t guess. Words start with 5 points  
e first player to get 10 points  
new contestant.

#### Prescription Sheets

See Junior High, Appendix B, page 169

#### Price Is Right

See Junior High, Appendix B, page 173

#### Hollywood Squares

See Junior High, Appendix B, page 169

#### Multiplication Squares

See Junior High, Appendix B, page 172

650

(6)

## APPENDIX C

### HAND TOOLS

aerator  
ball peen hammer  
calipers

chisel

claps  
claw hammer  
compass  
coping saw  
crosscut saw  
cultivator  
dividers  
dolly  
drill (hand)

edger  
file  
grass shears  
hacksaw  
hedge clippers  
hole

jack (hand)  
knives  
lawn mower (hand)

lawn spreader

level  
micrometer (mike)  
miter box  
monkey wrench  
nailset  
open-end wrench  
paint brush  
paint roller  
plane

plastic tipped hammer  
pliers  
pruning saw  
pruning shears  
rake  
ripsaw

## APPENDIX 6

### HAND TOOLS

jack (hand)  
knives  
lawn mower (hand)  
  
lawn spreader  
  
level  
micrometer (mike)  
miter box  
monkey wrench  
nailset  
open-end wrench  
paint brush  
paint roller  
plane  
  
plastic tipped hammer  
pliers  
pruning saw  
pruning shears  
rake  
ripsaw

rules  
setscrew wrench  
screw driver  
    Phillips  
    Standard  
scribe  
shovel  
socket wrench  
soldering iron  
spading fork  
spokeshave  
spray tanks  
tire pressure  
tire pressure  
    gauge  
trowel  
T-square  
twist drill  
vise  
wheel barrow  
wire gauge



## ACTIVITIES REQUIRING MOTOR SKILLS

Automotive Mechanics and Small Engine Repair

Tightening and loosening bolts and screws  
 Use of socket wrenches  
 Changing tires  
 Changing oil  
 Cleaning cars  
 Minor repair  
 Balancing wheels

Homemaking

Cleaning  
 Polishing  
 Laundry  
 Decorating  
 Cooking

Sewing

Threading a needle (hand & machine)  
 Cutting  
 Tracing  
 Operation of Machine  
 Altering  
 Repairing

Carpentry

Sharpening saws  
 Hammering  
 Sawing  
 Sanding and refinishing  
 Drilling  
 Assembling  
 Screwing  
 Nailing  
 Planing  
 Screwing

Horticulture

Potting  
 Pruning  
 Planting  
 Landscaping  
 Balling  
 Irrigating  
 Grafting  
 Harvesting  
 Digging  
 Weeding  
 Hoeing

Animal Husbandry

Milking  
 Cleaning, e.g. culling,  
 shampooing, clipping  
 Furriering

Baby Care

Changing diapers  
 Bathing  
 Dressing  
 Feeding  
 Holding  
 Playing

Food Management

Cooking: measuring, weighing, spicing,  
 stirring, folding, beating, Repairing  
 whipping, turning, carving, Changing  
 decorating, grilling, etc.  
 Serving  
 Washing, drying, putting away  
 dishes  
 Setting table

Transportation

Driving  
 Loading  
 Vehicle  
 Hooking

Merchandising

Stocking  
 Packing  
 Marking  
 Sorting

Plumbing

Fitting  
 Cutting  
 Digging  
 Tightening

Masonry

Mixing  
 Laying  
 Leveling  
 Hauling  
 Troweling  
 Pouring

Electricity

# APPENDIX D

## ACTIVITIES REQUIRING MOTOR SKILLS

### Automotive and Small Engine Repair

Loosening bolts and screws  
Tightening

### Horticulture

Potting  
Pruning  
Planting  
Landscaping  
Balling  
Irrigating  
Grafting  
Harvesting  
Digging  
Weeding  
Hoeing

### Transportation

Driving  
Loading and unloading  
Vehicle maintenance  
Hooking and unhooking

### Merchandizing

Stocking  
Packing  
Marking  
Sorting

### Animal Husbandry

Milking  
Cleaning, e.g. currying,  
shampooing, clipping  
Furriering

### Plumbing

Fitting pipes  
Cutting and threading  
Digging  
Tightening and loosening

### Baby Care

Changing diapers  
Bathing  
Dressing  
Feeding  
Holding  
Playing

### Masonry

Mixing  
Laying  
Leveling  
Hauling  
Troweling  
Pouring

### Food Management

Cooking: measuring, weighing, Spicing  
stirring, folding, heating, Repairing  
whisking, turning, carving, Charging fuses  
Decorating, grilling, etc.

### Electricity

# APPENDIX F

## HOUSEKEEPING CHORES

Kitchen	Bathroom	Living Room, Den, Family Room
Washing, drying, putting away dishes and utensils	Cleaning tub	Dusting furniture
Cleaning sink	Cleaning sink and counter	Polishing furniture
Wiping counters, stove top, table top, etc.	Cleaning toilet (inside and out)	Vacuuming upholstered furniture
Cleaning and defrosting refrigerator	Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)	Polishing or waxing floors (uncarpeted)
Cleaning stove and oven	Cleaning walls, tile, and woodwork	Vacuuming carpets
Emptying trash	Cleaning mirrors and windows	Cleaning or dusting walls and woodwork
Cleaning trash can	Replacing soiled linen	Cleaning mirrors and windows
Cleaning windows	Cleaning floor	Emptying and washing ashtrays
Washing floor	Emptying trash	Dusting lamps, bric-a-brac, pictures, etc.
Waxing floor	Cleaning trash can	
Cleaning walls and woodwork		
Straightening up cupboards and drawers		
Wiping or cleaning fixtures and appliances		

# APPENDIX F

## HOUSEKEEPING CHORES

	Bathroom	Living Room, Den, Family Room	Bedroom
ting away	Cleaning tub	Dusting furniture	Making up bed
ils	Cleaning sink and counter	Polishing furniture	Changing linens
ove top,	Cleaning toilet (inside and out)	Vacuuming upholstered furniture	Dusting furniture
ing	Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)	Polishing or waxing floors (if uncarpeted)	Polishing furniture
oven	Cleaning walls, tile, and woodwork	Vacuuming carpets	Vacuuming, dusting, and sweeping floors
	Cleaning mirrors and windows	Cleaning or dusting walls and woodwork	Polishing or waxing floors (if uncarpeted)
woodwork	Replacing soiled linen	Cleaning mirrors and windows	Cleaning mirrors and window
boards	Cleaning floor	Emptying and washing ashtrays	Cleaning or dusting walls and woodwork
Fixtures	Emptying trash	Dusting lamps, bric-a-brac, pictures, etc.	Dusting lamps, bric-a-brac, pictures, etc.
	Cleaning trash can		Putting clothes away

6.15

6.15

## APPENDIX F

### PUBLISHERS

Benziger: Web of Life Books  
8701 Welshire Blvd.  
Beverly Hills, California 90211

Educational Activities  
P.O. Box 392  
Freeport, New York 11520

Educational Design, Inc.  
47 West 13th St.  
New York, N.Y. 10011

Eye Gage House  
116-01 Archer Ave.  
Jamaica, N. Y. 11435

Farron Publishers  
6 Davis Drive  
Belmont, California 94022

FR: Frank E. Richards Pub. Co.  
321 First St.  
Liverpool, N. Y. 13088

Grolier Educational Corporation  
Instructional Systems Division  
845 Third Ave.  
New York, N. Y. 10022

Hubbard  
P.O. Box 105  
Northbrook, Ill. 60062

Institute of Life Insurance  
Health Insurance Institute  
Education Division  
277 Park Avenue  
New York, N. Y. 10017

McDonald's Ecology Action F  
P.O. Box 2344  
Kittering, Ohio 45429

McGraw Hill  
330 W. 42nd St.  
New York, N. Y. 10036

New Readers Press  
Box 131  
Syracuse, N. Y. 13210

Scott, Foresman & Co.  
1955 Montreal Rd.,  
Tucker, Ga. 30084

SVE: Singer Educational and  
Society for Visual Education  
1345 Diversey Parkway  
Chicago, Ill. 60614

6.7

6.8

## APPENDIX F

### PUBLISHERS

Life Books

California 90211

ities

k 11520

n, Inc.

011

435

la 1 2

ards Pub. Co.

3088

al Corporation  
tems Division

0022

Hubbard

P.O. Box 105

Northbrook, Ill. 60062

Institute of Life Insurance

Health Insurance Institute

Education Division

277 Park Avenue

New York, N. Y. 10017

McDonald's Ecology Action Pack

P.O. Box 2344

Kittering, Ohio 45429

McGraw Hill

330 W. 42nd St.

New York, N. Y. 10036

New Readers Press

Box 131

Syracuse, N. Y. 13210

Scott, Foresman & Co.

1955 Montreal Rd.

Tucker, Ga. 30084

SVE: Singer Educational and Training Products

Society for Visual Education

1345 Diversey Parkway

Chicago, Ill. 60614